Electronic Data Report

Guidance Activities Results Report (Large Group)
School: Albion Middle School
Target Group: All 9th Grade Students
Target Group selection is based upon: The following data
Key Word: Transition to High School

ABSTRACT

Because it seemed that in previous years we had many students who still had questions about high school transition and options in the months following our ninth grade unit, in the 2007/08 school year we decided to do a data project to determine the effectiveness of our ninth grade curriculum. We included all ninth grade students through their Geography classes. We utilized a pre- and post-survey with questions taken from our curriculum. The expected results were that there would be some areas where students would show greater retention of information presented during the curriculum presentation, and other areas where students would show less retention of the information. The actual results mimicked the expected results.

PROJECT DESCRIPTION

Introduction

- Because our ninth grade curriculum presentation covers a great amount of information that is vital to students entering high school, there are many CCGP outcomes that are met, including:

  AL:B1 Relate school to life experiences **(1.1, 1.2)**
  AL:C1 Plan to achieve goals through the implementation of a Student Education Plan (SEP) or Student Education Occupation Plan (SEOP) **(1.1-1.6)**
  AL:C2 Understand the opportunities available and know how to access an array of post-secondary options, e.g., CTE Pathways, the military, ATCs, two-year college, four-year college, certificate programs, apprenticeships, on-the-job training, Job Corps, and employment **(2.1, 2.3-2.8, 2.10)**
  LC:A2 Understand self in the world of work **(2.1-2.6)**
  LC:B2 Understand the relationship between work and society, and the economy **(2.1, 2.2)**
  LC:C Learn to make life/career decisions **(1.1-1.5)**
  LC:C2 Learn to make life/career plans **(2.1-2.4)**
  LC:C3 Learn to set goals to achieve life/career plans **(3.1-3.3)**
  PS:A1 Acquire self-knowledge **(1.2-1.5)**
  PS:B1 Demonstrate skills for goal setting **(1.1-1.5)**
  PS:B2 Demonstrate skills for decision-making **(2.1-2.5)**
  PS:B3 Demonstrate skills for problem-solving **(3.1-3.4)**
  PS:C3 Develop skills for self-advocacy **(3.1, 3.2)**

Participants

- All 9th Grade students at Albion Middle School – 316 total students

Method

- Counselors administered a survey titled, "How Much Do You Know About High School Quiz" to all 9th grade students on the first day of presentations, October 2007.
- Counselors presented a three-day unit on transitioning to high school and beyond to all 9th graders in their Geography classes.
- Counselors started project in Ms. Roberts classes October 9 and ended project in Mrs. Hsiao's classes on October 17.
- Counselors used a PowerPoint presentation and hand-outs to deliver information about high school graduation requirements, elective options, introduction to CTE, how to make up failed classes, information on choosing a high school, i.e. block vs. trimester (our students feed into either Hillcrest or Brighton), Jordan Applied Technology Center programs, AP classes, Honors classes, Itineris, IB program, early graduation, work release programs, etc.
- Students completed a four-year plan.
- Counselors administered same "How Much Do You Know About High School Quiz" to all 9th grade students on the last day of presentations, October 2007.

RESULTS

Results indicated that students had little knowledge in some areas and high understanding in other areas. The results also indicated that in many areas our ninth grade guidance curriculum is working to inform students about the transition to high school; however, there are also indications that in some areas we are not making the information understandable. For example, in the pre-survey, almost 30% of the students indicated that they did not know what PST was and over 75% of the students thought that playing a sport would fulfill the PST credit. By the end of the guidance unit, survey results show that in those two categories, less than 10% of the students answered the question on what is PST incorrectly, but there were still 50% of students that still believed that sports would fulfill PST credit. In some cases, it seems as if the questions were vaguely written.

9th Grade Guidance Curriculum Survey
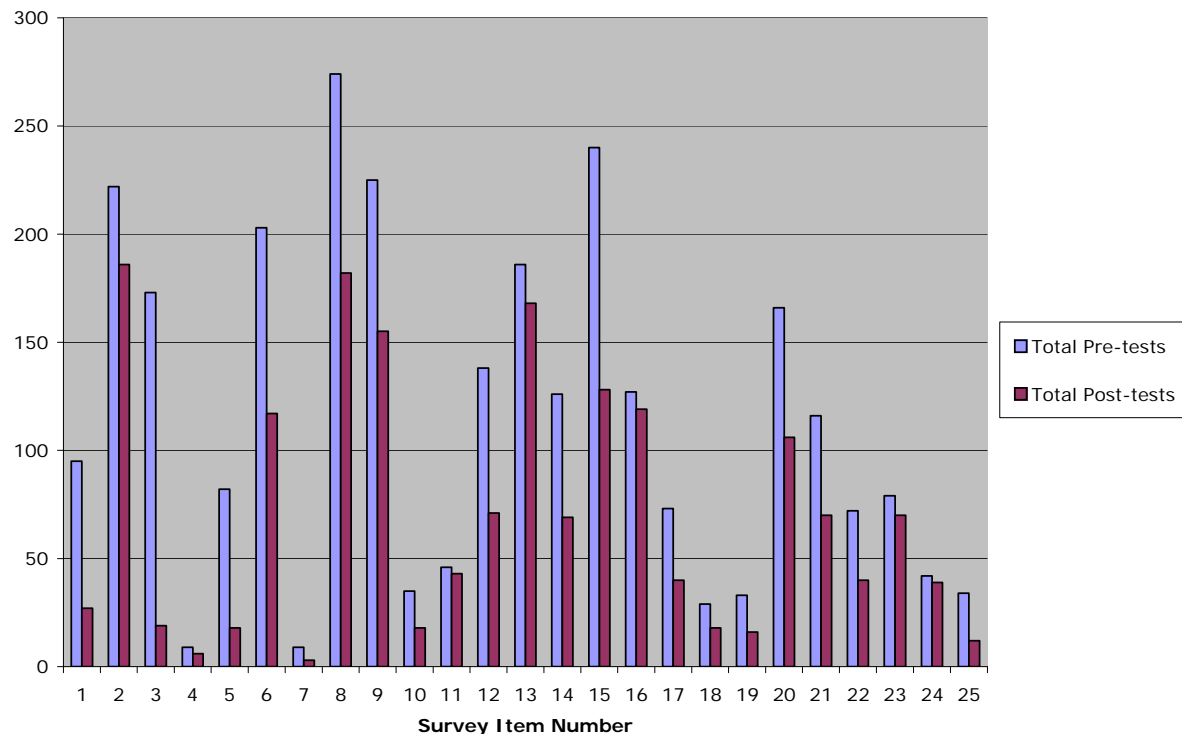
DISCUSSION

The implications of our data results suggest that we, as counselors, need to make the vast amount of information on high school transition more palatable to our ninth graders. We also now have a better idea of what topics we, as counselors, need to make clearer for our ninth graders, e.g. getting a driver's license—nearly 75% of students did not know the information on getting a driver's license in the pre-survey, and the number decreased by only 5% in the post-survey. Though there were still some students who came to us with questions about credits, JATC programs, honors classes, etc. throughout the school year, it seems that this year there were fewer than in previous years. Likewise, there were many more students this year asking about programs that were presented during the guidance unit in October, so it seems that students are actually getting the information and showing an interest. In the future, we counselors would like to make a bigger effort during eighth grade SEOPs so that we can enhance student retention through repetition of this information.

*We did two large group data projects early in the year. With Ted taking FMLA time mid-year, we never reconciled our mistake to do a small group data project. Tom Saches gave consent to submitting two large group data projects per Lori Jones on April 11, 2008.

<u>Utah CCGP—Guidance Activities Action Plan (Large Group*) 2007-2008</u>

Counselors: Ted Neff, Jodi Bevan

Target Group: Ninth grade students

Curriculum/Materials: Pre- and Post-Test Surveys regarding transition to High School

Start/End Dates: October 9, 2007/October 17, 2007

Process Data: Evaluate results of Pre- and Post-test Surveys, see implications

Perception Data:

Results Data: See implications

Implications: Results indicated that students had little knowledge in some areas and high understanding in other areas. The results also indicated that in many areas our ninth grade guidance curriculum is working to inform students about the transition to high school; however, there are also indications that in some areas we are not making the information understandable, and in some cases, it seems as if the questions were vaguely written. We now have a better idea of what topics we, as counselors, need to make clearer for our ninth graders.

*We did two large group data projects early in the year. With Ted taking FMLA time mid-year, we never reconciled our mistake to do a small group data project. Tom Saches gave consent to submitting two large group data projects per Lori Jones on April 11, 2008.

Utah CCGP—Guidance Activities Action Plan (Large Group) 2007-2008

School: Albion Middle School

Target Group: Ninth grade students

Selection Basis: All ninth grade students attending Geography class

Guidance Lesson Content: Transition to High School

CCGP DRSL: AL:B 1.1, 1.2
                                 AL:C 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.3, 2.4, 2.5, 2.6, 2.7,
                                 2.8, 2.10
                                 LC:A 2.1, 2.2, 2.3, 2.4, 2.5, 2.6
                                 LC:B 2.1, 2.2
                                 LC:C 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3
                                 PS:A 1.2, 1.3, 1.4, 1.5
                                 PS:B 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2,
                                 3.3, 3.4
                                 PS:C 3.1, 3.2

Curriculum/Materials: Pre- and Post-Test Surveys

Start/End Dates: October 9, 2007/October 17, 2007

Students Impacted: 316

Presentation: Small groups of about 35 students

Evaluation: Pre- and Post-test Surveys

How Much Do You Know About High School?

Please circle T for True or F for False for the following statements.

1. T F High School starts in 10th grade after you leave Albion.

2. T F In order to graduate from high school, you just have to pass all required classes.

3. T F A letter grade of D- is a passing grade.

4. T F Some of the classes offered in 9th grade are part of the graduation requirements.

5. T F PST is the name of the 9th grade PE class.

6. T F Playing a sport will fulfill PST and/or the Lifetime Fitness class requirement in 10th grade.

7. T F GPA stands for Grade Point Average.

8. T F Students must have a high GPA in order to take honors classes.

9. T F Anyone can sign up to take Advanced Placement (AP) classes.

10. T F Taking Concurrent Enrollment classes is a way to earn college credit during high school.

11. T F Computer Technology is a required class in 9th grade.

12. T F You can take Driver's Ed as a class in high school without a driver's permit.

13. T F Once you have taken Driver's Ed you can get your license.

14. T F The Foods and Nutrition class falls in the CTE category for graduation requirements.

15. T F You must take and pass two years of foreign language in order to graduate.

16. T F If students want to go to a University after high school, they must take more math and science classes.

17. T F Brighton High students take more classes than Hillcrest High students.

18. T F Summer school is only for students who want to get ahead in their credits.

19. T F Failing even one quarter of a required class will require going to summer school or doing packets.

20. T F All high schools offer packets to make up failed classes.

25.   T   F   IB stands for Is Boring.

9th Grade Guidance Curriculum Survey
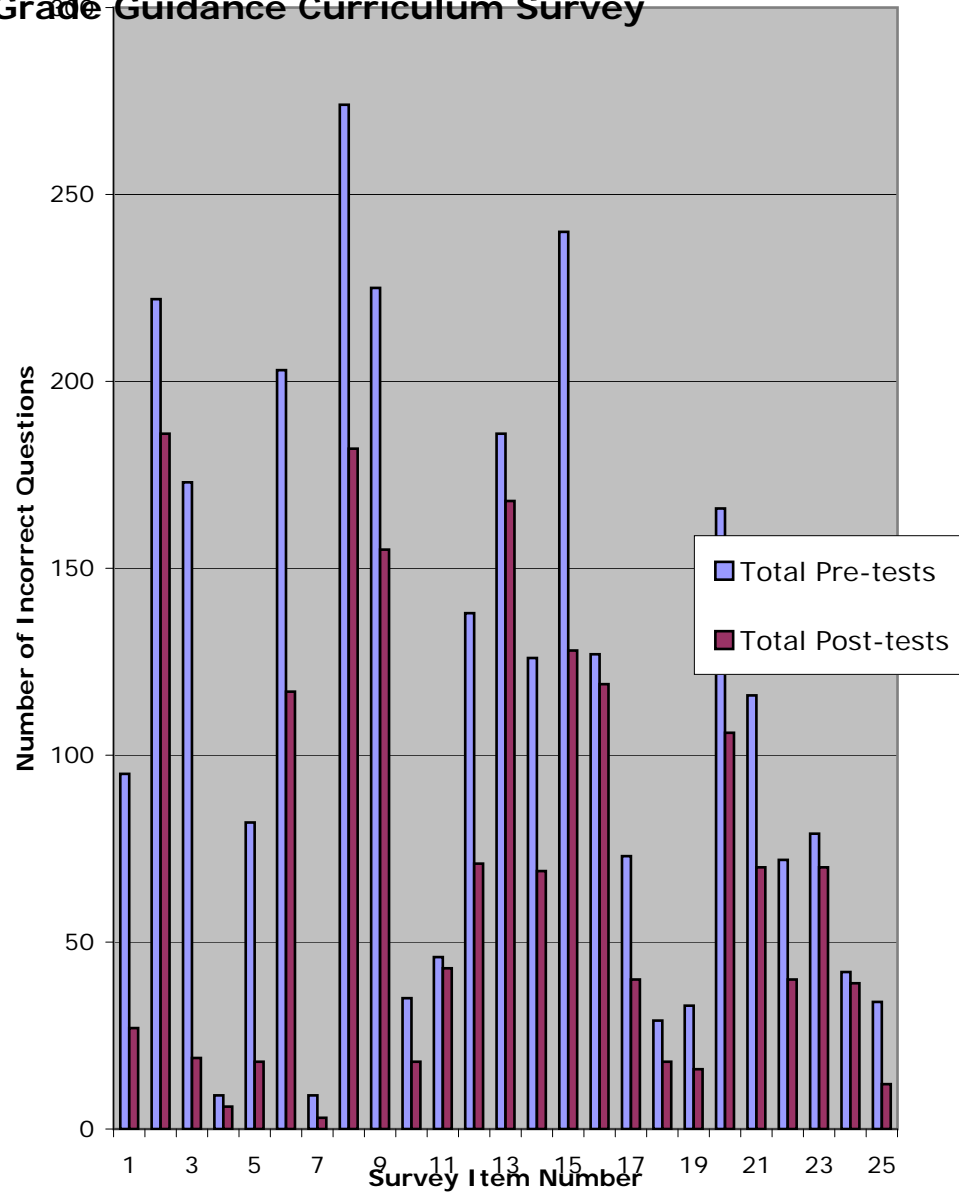
Electronic Data Reporting
Guidance Activities Results Report (Large Group)
School: Albion Middle
Target Group: all 7th grade students
Target Group selection is based upon: Assist 7th grade students in transitioning from elementary to middle school
Key Word: Transition to Middle School

ABSTRACT
Several events take place to introduce incoming 7th grade students to Albion Middle School. These events allow the student to become acquainted with the school atmosphere, its layout, personnel, rules and regulations and expectations. It also helps them to meet new people and see how each one fits in with others at the school.

PROJECT DESCRIPTION
Before the school year ends, while students are still in the 6th grade, we invite students that are in our boundary area to come to a concert in our Kiva. We bus them to school and put on an instrumental presentation. We also have an evening Open House where parents are invited with their students to hear a choir presentation, tour the school and meet teachers. Shortly thereafter, a counselor goes to each of the schools in the area. The counselor explains the classes available, the registration process, differences between middle and elementary school and answers questions. On a day before regular school begins, we invite all 7th grade students to enjoy a half-day of school by themselves at the Albion (7th grade Orientation). They are given information about Language Arts and Math classes and placement, Career Technology Education (CTE) classes, Science, Utah Studies, Heath, Fitness, Music and Art as well as homeroom, ARMOR (Achieving Results through Managing Organizing and Responsibility). Students are also shown how to use the facilities of the school and introduced to those who oversee each area of the school, such as the Guidance Center and Counselors.

Introduction
- AL: A2.3 Know when and how to ask for help or information from faculty, staff, family and peers
- AL: A3.5 Connect to school in positive ways
- MG: A1.3 Recognize that everyone has human rights and responsibilities
- MG: A2.2 Learn about the relationship among rules, laws, safety, order, and the protection of individual rights
- MG: A2.3 Develop a commitment to the principles of justice, caring, fairness, responsibility, and compassion
- MG: A3.1 Expand the ability to collaborate with others in school, community, and global environments
- PS: A1.1 Develop positive attitudes toward self
- PS: A1.3 Identify interests, values, motivations, skills, and abilities
- PS: A2.2 Develop healthy relationships that include trust, respect, and caring
- PS: A2.3 Understand the need to belong and be accepted by others
- PS: B1.3 Develop an action plan to achieve goals

Participants
- Of the 360 7th grade students, approximately 300 students participated in the early day

- All 7th grade students invited and encouraged to attend

Method
- Instrumental and choir presentations, school tour, meet teachers
- Registration information, class offerings, appropriate behavior, new opportunities, etc.
- Students are taught about expectations in their new class subjects by schedules
- Students are also taught how to accomplish different tasks such as check in and out, pay lunch money, find and use lockers, check out a book, see a counselor, etc.
- Pre-test was given at the beginning of the day by their 1st period teacher
- Post-test was given at the end of the day by their 7th period teacher
- Counselors coordinated the events, prepared the classroom instructions regarding completion of different tasks and oversaw its successful conclusion

RESULTS

It appears that many students acquainted themselves with Albion Middle School prior to the 7th grade Orientation either through older siblings attending the school, musical presentations, Open House, and opportunity to visit the school during the summer or some other means. Many students, however, indicated that information was learned, and in fact, in each area more students were more familiar with the school and its procedures after the orientation than before.

2007/08 7th Grade S.E.O.P. Pre-test Survey Results
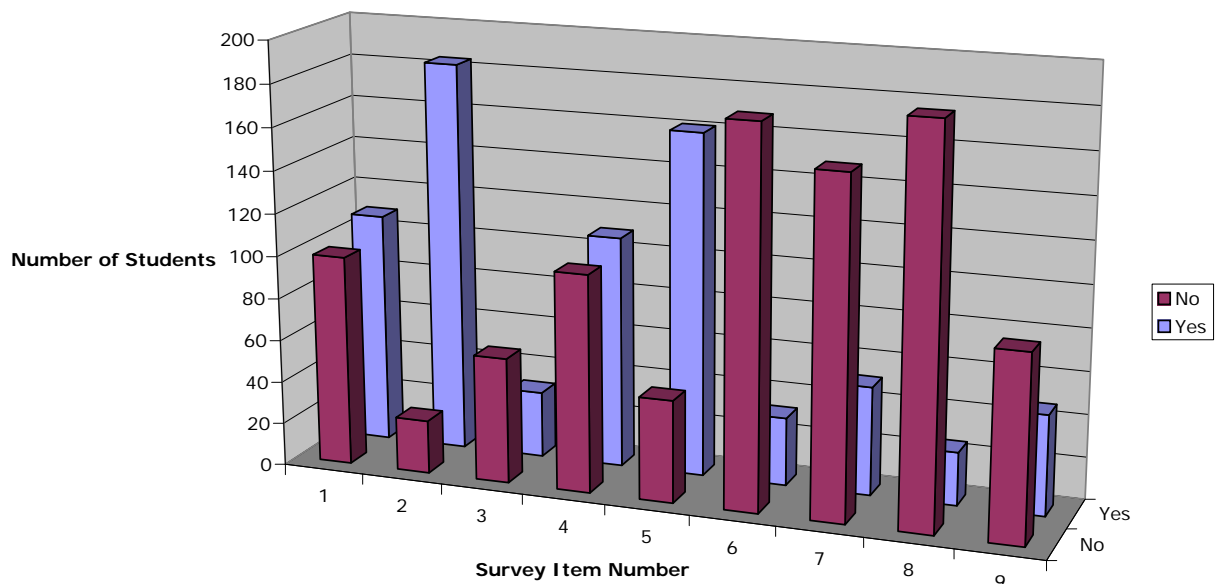
2007/08 7th Grade S.E.O.P. Post-test Survey Results
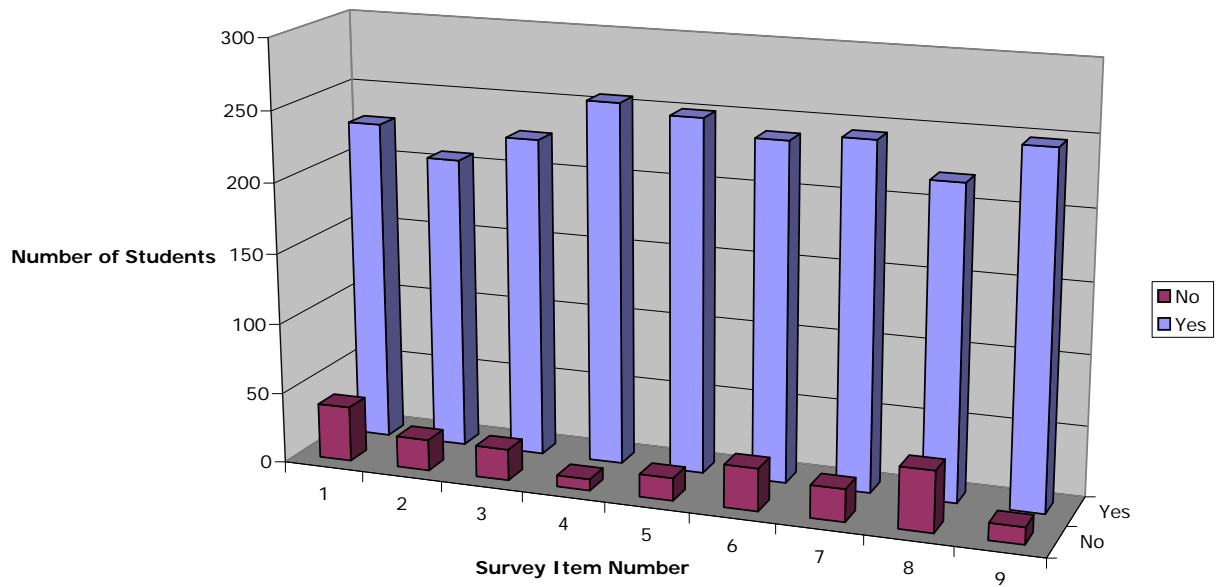
DISCUSSION
Although it may be more appropriate to give the pre-test at the initial concert, the first school contact, this does not always represent the same students that attend the school. Giving the survey so late, after other opportunities have been made available for students to learn about the school, the true impact of services provided are not truly known.

Pre-test									
Yes	109	184	31	109	161	32	51	25	47
No	99	25	59	102	48	177	158	184	87

Post-test									
Yes	228	207	226	256	250	239	244	220	248
No	39	22	22	8	16	30	23	43	12

Electronic Data Reporting Template
Guidance Activities Results Report (Large Group)
School: Butler Middle School (Jordan School District)
Target Group: All students
Target Group selection is based upon: Needs Assessment
Key Word: Bullying

ABSTRACT

Both the 2002 and 2008 needs assessment data indicated s concern students and parents have pertaining to bullying in our school. To take a pro-active approach to this problem, the counselors at Butler Middle decided to present an assembly to kick-off a school wide bullying project.

PROJECT DESCRIPTION

Introduction

Butler Middle has always been worried about providing a safe environment for students. Our mission statement states: "Explore and respect the world beyond themselves". Students who are bullied tend to earn lower grades and participate less in school activities as compared to how they would act in a safer environment. Butler Middle created a bullying awareness project to educate students as to what was considered bullying. It also encouraged victims of bullying to come forward in order to get the situation resolved.

Participants

All students attending Butler Middle were required to participate. Sample students from all grades provided us with information about the kinds of bullying that occurs in our school. Sample work was chosen from all grades to be presented in our school wide assembly

Method

The project started with our resource officer speaking in social studies classes about cyber-bullying. One counselor then started interviewing students to gather information about the kinds of bullying that was occurring and to identify which students were at risk of being bullied. The next phase was a school wide assembly that addressed the different types of bullying and ways to prevent them. The assembly started with a PowerPoint presentation on what bullying is, the causes of bullying, who the bullies are, who the victims are, and who the spectators are. Video clips were shown which gave examples of kinds of bullying, and how to not be a victim. We then had a mediation professional speak about how students could protect themselves. The mediator taught techniques and about the consequences of bullying. The mediator showed the students the results of bullying. We had a representative of the "Power in You" come and share her bullying experience in school and how she was able to make the bullying stop when she was a victim. We then concluded with what students could do as individuals and as a school to protect each other from these situations. Also, students were given a commitment statement to read which asked them to promise to report bullying and also be proactive to help stop it.

The Language, Music, and Art teachers gathered student's work about the bullying that has happened in our school. They analyzed and tried to identify patterns in the work. This information was given to our school senators and Student Body Officers. Another school wide assembly was held. The findings from the analysis were shown to the entire school. Sketches, songs, dance, poems, stories, and other techniques were used to illustrate the issues in our school that our students were talking about. Our Principal asked the students at the end of the assembly how many students saw their own work. We feel that the project has been a total success.

RESULTS

Counselors saw a slight increase of reports and questions for a few days after the first assembly. Since then, the numbers have dropped. Assistant Principals have seen a drop in the number of bullying issues in the school after the assembly and throughout the remainder of the school year. The school psychologist reported that the number of students she usually sees has stayed about the same with a slight drop. Students were complimenting counselors for bringing the issue into the open and have expressed gratitude that they now felt they had a channel to ask for help.

One counselor heard many reports that students were finding solutions to the bullying so that everybody involved would not need to be brought into the counseling center to resolve the issue. Many students that were afraid to say something before came out in the open telling us what was happening to them and we were able to stop the bullying. Many students and parents were grateful for the assemblies and for the information that was delivered.

DISCUSSION

Is there really a way to stop the bullying completely? We have taken a stand that it isn't allowed and have provided information and tools to help. Are there any other suggestions of what to do to have a completely safe school? The problem was brought into the spotlight, the information and tools were given and now we depend on students/staff to take the proactive roll to prevent bullying from happening at Butler Middle School.

Electronic Data Reporting Template
Closing the Gap Results Report (Small Group)
School: Butler Middle School
Target Group: 9th graders with a core failing grade
Target Group selection is based upon: Needs Assessment
Key Word: Making up credit & Study Skills

ABSTRACT

After reviewing the most recent needs assessment and school improvement plan, administration and counselors determined there was a need to be proactive in regards to students that were failing. As a response to that need, Butler Middle decided we would offer a study skills/make-up core credit class after school to help students recover the credit they were missing and help students not be deficient in credits for graduation.

PROJECT DESCRIPTION

Introduction
This program was created to help 9th grade students that were failing to be able to make up a quarter credit from a core class.
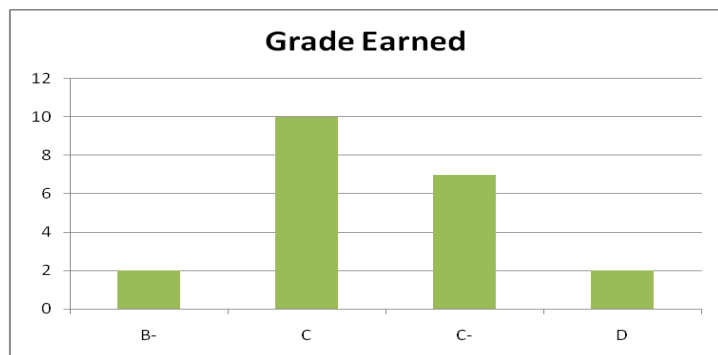
Participants
A counselor and teacher combined forces to provide these students with an after-school program (Pathfinders) in order for students to make up a deficient quarter of credit The school announced the program, collected referrals from teachers, counselors, and administration and was able to get thirty-one students to enroll. The 9th grade students who had a failing grade for one quarter in the areas of Language Arts, Science, or Geography were allowed to participate in the program.

Method
The program ran from November 27, 2007 through April 7, 2008. Two hour classes were held where participants would receive one hour of instruction on learning strategies such as SQ3R, context clues, outlining, finding main ideas, testing skills, and note taking. In the second hour, students were required to work on homework assignments. They were closely supervised during the individual homework phase to determine how they were applying the learning strategies they were taught.

RESULTS

Of the thirty-one participants, twenty-one (67.7%) completed the program and were able to earn the credit that they needed to graduate. Of the twenty-one students, 2 received a B-, 10 received C's, 7 received a C-, and 2 received D's.

DISCUSSION

The results show that when students are interested in their education they are able to earn a passing grade. None of these students have a high GPA, but we were able to encourage them to try hard and earn better grades than they would have without the program. We have seen an overall improvement in some of these students, which we can only attribute to the program. Sometimes students just get lost in the cracks and it is our job to help them succeed.

Electronic Data Reporting Template
Guidance Activities Results Report (Large Group)
School: Eastmont Middle School
Target Group: Entire Student body
Target Group selection is based upon: Introduction of daily Teacher Advisory Class (TA) to Eastmont students.

ABSTRACT

Eastmont Middle School students were surveyed at the beginning of the 2007-2008 school year regarding their expectations for the newly introduced Teacher Advisory class. Students were also surveyed at the end of the school year to determine if the TA class expectations were met. Areas of interest indicated by students were: getting organized, checking grades and attendance, discussing important issues, and getting to know additional students. Results were graphed by percentage of students answering the questions per grade level. Results showed 37% of the students indicated on the Pre-TA survey that they expected TA to help them with the above mentioned areas. Results from the Post-TA survey indicated a decline in students, 28%, disclosing that TA met their expectations in the areas of interest.

PROJECT DESCRIPTION

Introduction
The Eastmont Middle School DRSL's that apply to our project are:
Life-Long Learner – Sets and works to achieve positive goals; Applies knowledge and experience to every day life; Develops skill in working effectively with others.

Participants
911
Student body

Method
Guidance lesson content: Study Skills/Decision Making, Interpersonal Communications, Community Involvement, Career Planning/Goal Setting, Self-Esteem, Problem Solving/Conflict Resolution, Relationships, Accepting Responsibilities.

Curriculum and materials consisted of: TA manual with character lessons

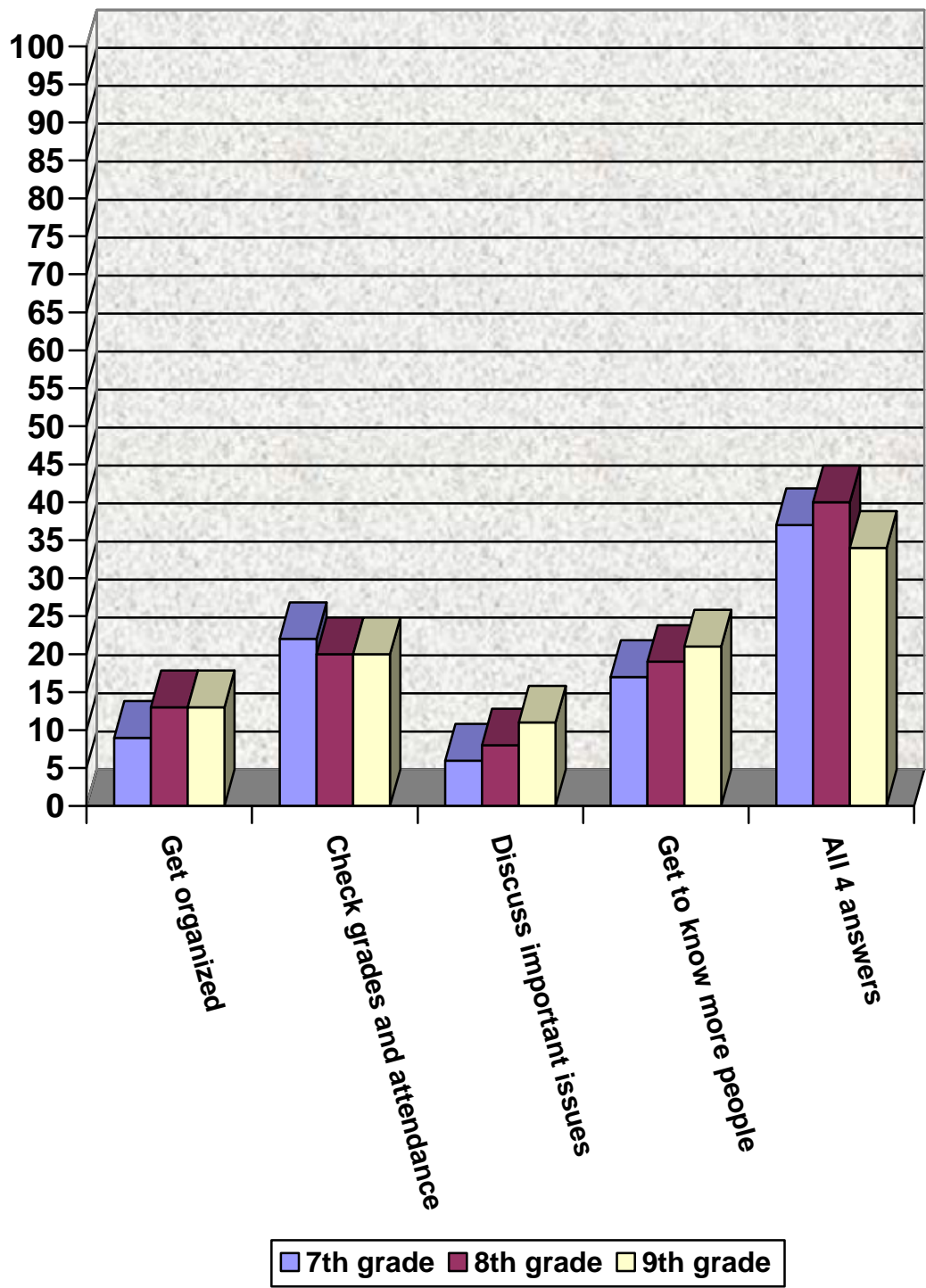Project start: September 4, 2007
Project stop: May 2, 2008

Teacher Advisory class
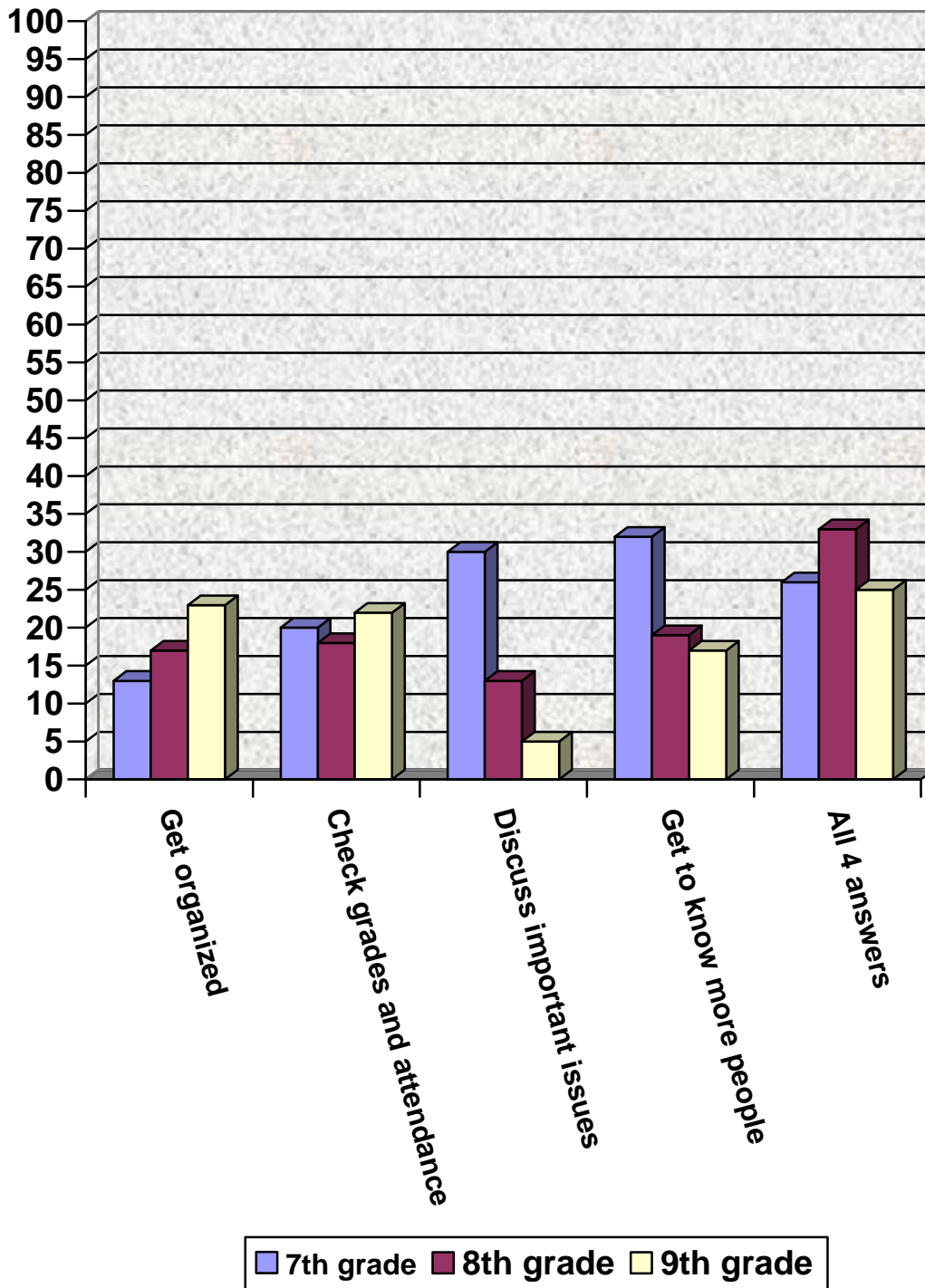
Pre- survey and post-survey administered in Teacher Advisory class

Counselors: Larry Swim & Julie Taucher

Teacher Advisory Pre-Survey
(by percentge of students answering per grade level)

Legend: 7th grade, 8th grade, 9th grade

Categories: Get organized, Check grades and attendance, Discuss important issues, Get to know more people, All 4 answers

Teacher Advisory Post-Survey
(by percentage of students answering per grade level)

Legend: 7th grade, 8th grade, 9th grade

Categories: Get organized, Check grades and attendance, Discuss important issues, Get to know more people, All 4 answers

DISCUSSION

The Pre -Teacher Advisory class survey indicated 37% of all students completing the survey expected TA to improve their abilities in the following areas: get organized, check grades and attendance, discuss important issues and get to know additional students. The highest group, an average of 21% of the students, designated that checking grades and attendance was the most important component of the TA class.

The Post - Teacher Advisory class survey indicated 28% of all students completing the survey disclosed that TA did assist them and improve their skills in the following areas: get organized, check grades and attendance, discuss important issues and get to know additional students. An average of 20% of the students completing the survey designated they still thought checking grades and attendance was the most important component of the TA class. Although, the highest group completing the post survey indicated getting to know additional students as the most beneficial component of the TA class.

Overall, the counselors and a 44% of students surveyed indicated the TA program was beneficial and a positive experience.

Additional responsive service interventions will be added by the counselors next year as needed, as well as expanding modules employed this year.

Data does not show that 771 students or 84% of the student body answered the pre Teacher Advisory survey and 670 students or 73% of the student body answered the post Teacher Advisory survey.

Electronic Data Reporting Template
Closing the Gap Results Report (Small Group)
School: Eastmont Middle School
Target Group: 41 At-Risk students
Target Group selection is based upon: Students with 2 or more F's after the 9th week of school.
Key Word:

ABSTRACT
At Eastmont Middle School we identified and targeted 41 students that were failing two or more core classes by the end of the ninth week of school. We introduced an individualized weekly monitoring system, math tutoring and after school detention to make up missing work. Modes of measurement consisted of tracking weekly scores for a total of 22 weeks. The students for this study were coded numerically and their scores recorded weekly. An average score of the identified core classes was graphed at the start of the study, end of quarter 1, and at the end of quarter 2. Results revealed that 52% of the student's scores had increased by the end of the study as compared to their starting score. Overall, 34 of the students increased their scores during some point of the study.

PROJECT DESCRIPTION
Introduction
The Utah CCGP DRSL's that apply to our project are:
Life Long Learner – a student who initiates own learning by setting goals and developing individual learning skills that will help achieve those goals.
Responsible Citizen – a student that recognizes and respects diversity and differences in others and assumes responsibility for personal actions.

Participants
41 At-Risk students
41 At-Risk students identified as failing two or more core classes by the end of the ninth week of school.

Method
Guidance interventions: Weekly monitoring of each student, encouraging daily use of student planner, weekly review of missing assignments on Power School, asking students to assume responsibility for making up late and/or missing assignments, teaching students study skills, assigning students to after school detention to work on missing math assignments, attending teacher enrichment and before school math tutoring.

Resources: Teachers - provide encouragement, enrichment after school and before school math tutoring. Counselors - assist the student by weekly monitoring of Power School, planner use, encouragement, organization skills and building self-esteem.

Project dates: Start - October 22, 2007.
   End - March 28, 2008

Evaluation methods: Data – Tracking each student's weekly grades from the identified core classes for 22 weeks. Coding and graphing the scores at the start (week 9 of the 1st quarter), end of quarter 1 and end of quarter 2.

Counselors: Larry Swim and Julie Taucher

Curriculum and materials used: Student planner, study skills handouts, teacher/parent emails, weekly monitoring and Power School printouts,

Students with 2 or more F's
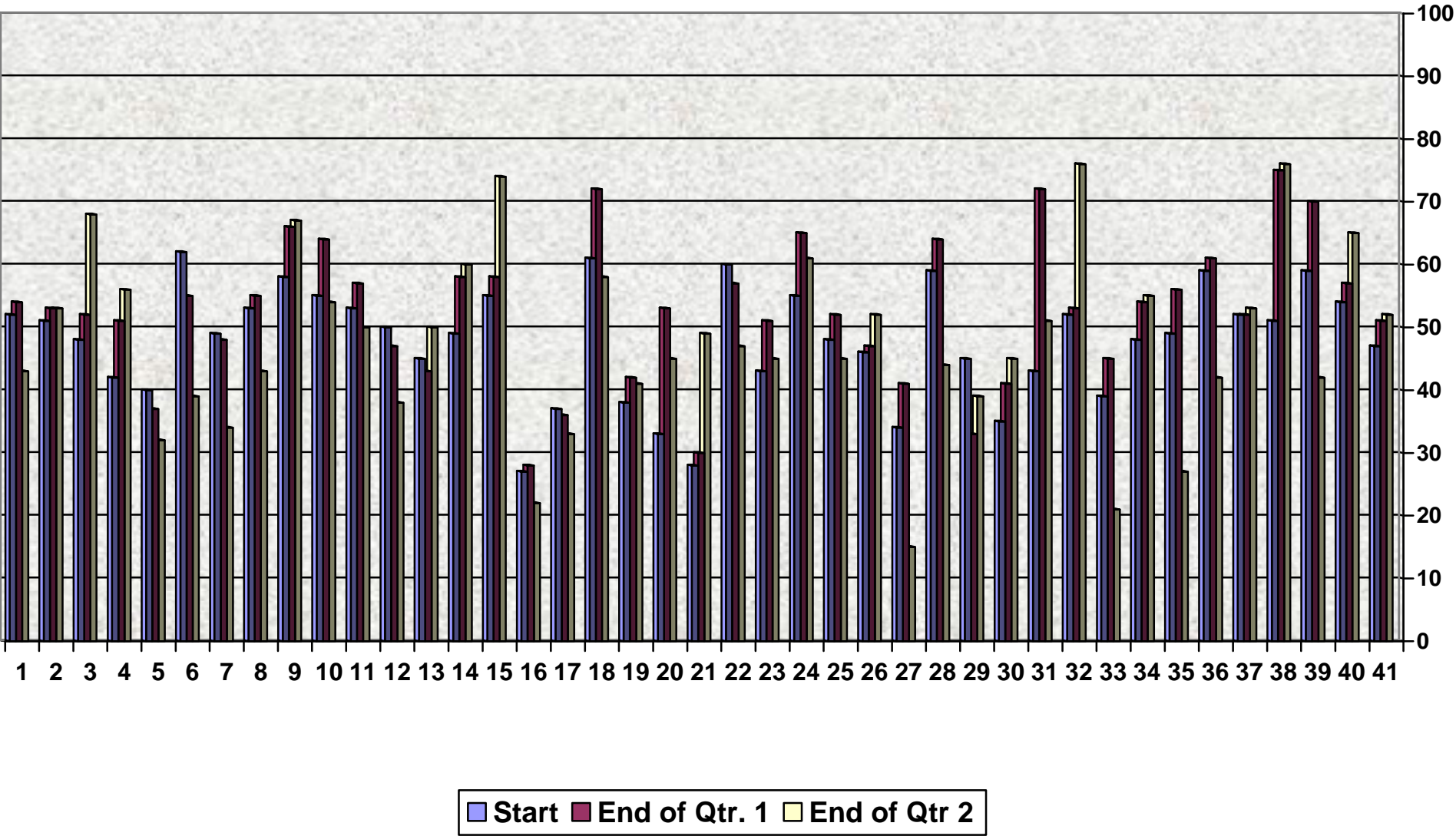
DISCUSSION

21 of the 41 students identified with two or more F's at the beginning of the study, ended the study with grade percentages (scores) higher than the grade recorded at the starting date. In addition, 6 students increased their overall scores significantly at some time during the study, but were unable to maintain the grade.

The interventions may have been effective for 21 of the 41 students enabling them to continue improving or at least maintain their scores. Unfortunately, the interventions did not consistently motivate the students to improve each week and their scores fluctuated from week to week.

The students as a group were more aware of missing assignments, teacher enrichment, math tutoring, and Power School components. Most of the students tried to complete their math assignments consistently to avoid attending after school detention.

Additional interventions could be used in the future as well as the components employed this year.

Data does not show: 1 student ELL
                     1 student referred for Sp/Ed testing
                     1 student 504

Abstract:
At Fort Herriman Middle School, our Freshmen are instructed in "Utah Mentor".
The objective of our project is two-fold:
1) Students will increase knowledge in accessing information for higher
    education, scholarships, testing, and future high school offerings.
2) Provide an experience to help students feel more prepared for future
    life.

Action Plan:

School: Fort Herriman Middle School

Target Group: Freshman Class (9th graders)

Guidance Lessons: Overview of My Mentor

CCGP DRSL: AL: A1, A2, A3, B1, C1, 2
                        LC: A1, A2, B1, B2, B3, C1, C2, C3
                        PS: A1, B1, B2, B3

FHMS DRSL: Improve School Culture/Character

Resources: Utah Mentor via Riverton High School web site
                        Craig Haslip, UHEAA

Evaluation: Compare pre-test and post-test knowledge
                        Survey of experience

Start/End Dates   December 4 and 5, 2008

Number of Students: 276

Results Report:

Counselors: Lula Isaacson and Steve Giron

Process Data: 75% of the students increased their level of
                        knowledge on targeted questions.

Implications: The results of our data show a positive increase in
                        knowledge for a large majority of our students.

Name _____

9th Grade SEOP Assessment

Do you currently know where to access ACT/SAT practice test questions?

        No _____   **Yes _____**

Do you currently know where to access information about a specific college or university?

        No _____   **Yes _____**

Do you currently know where to access scholarship information?

        No _____   **Yes _____**

Do you currently know where to access financial aid information?

        No _____   **Yes _____**

Do you currently know how to find information about specific classes offered at Riverton High School?

        No _____   **Yes _____**

On a scale from 1 to 10, mark how knowledgeable are you in accessing career information? (Rating: 1 would be little or no knowledge and 10 would be very knowledgeable).

1__ 2__ 3__ 4__ 5 __ 6__ 7__ 8__ 9__ 10 __

9th Grade Career Exploration

Name: _____   **Grade:** _____

Username: _____   **Password:** _____

Who Am I?

Career Key Results (Holland Codes):

Realistic   =   _____
Investigative   =   _____
Artistic   =   _____
Social   =   _____
Enterprising   =   _____
Conventional   =   _____

Click on your highest score and summarize what it means?

_____

_____

Is there one of the personality types from the Career Key that describes you better? Why?

_____

_____

What would you like to do?

What kind of career would you like after you finish school (from Career Matching Assistant or Keyword Search)?

_____

Provide a description of your career choice:

_____

_____   _____

What do they do that you like to do?

_____

_____

What kind of education must you have?

_____

_____   _____

What is the average salary per year?

_____

Name 2 important skills a person must have to perform well in this career:
a) _____
b) _____

What do I have to do?

Besides graduating from high school, what coursework do Utah colleges and universities want you to take?

1) _____

2) _____

3) _____

What is a "college major"?

Use the College Majors Guide to select a Utah school and answer the following:

What is the name of one of the Utah schools that offers the major you're interested in?_____
_____

Please visit and search through the departmental website.

What is the job outlook like for this degree? _____

_____

Where would you like to go to school?

What are the names of three colleges in the state of Utah that you are interested in?

1) _____

2) _____

3) _____

What is your favorite school?

Pick your favorite school and answer the following questions:

How much is the tuition and fees to attend this school for one year?_____

How many students attend this school?_____

Does this school have the major that you are interested in?_____

What "Admissions Index" do you need in order to be admitted?_____

Fort Herriman Middle School
Large Group Report
2008

1) Do you currently know where to access ACT/SAT practice

Pre-Test		Total
No 279	Yes 19	298

Post-Test		Total
No 138	Yes 133	271

% increase for yes
42.70%

2) Do you currently know where to access information about a specific college or university?

Pre-Test		Total
No 170	Yes 112	282

Post-Test		Total
No 41	Yes 243	284

% increase for yes
45.85%

3) Do you currently know where to access scholarship information?

Pre-Test		Total
No 241	Yes 40	281

Post-Test		Total
No 77	Yes 195	272

% increase for yes
57.46%

4) Do you currently know where to access financial aid information?

Pre-Test		Total
No 237	Yes 42	279

Post-Test		Total
No 115	Yes 161	276

% increase for yes
43.28%

5) Do you currently know how to find information about specific classes offered at Riverton High

Pre-Test		Total
No 158	Yes 123	281

Post-Test		Total
No 61	Yes 210	271

% increase for yes
33.72%

On a scale from 1 to 10, mark how knowledgeable are you in accessing career information? (Rating: 1 would be little or no knowledge and 10 would be very knowledgeable).

	1	2	3	4	5	6	7	8	9	10
Pre	58	29	49	35	31	22	27	15	5	1
Post	6	14	7	16	25	30	56	49	42	27

Summary:
Using Utah Mentor was a great project for our Freshmen students. Overall, a 45% increase knowledge was recorded from the specific questions asked.

The rating from the scale question indicates 75% of the students realized an increase in knowledge in accessing career information.   With that large increase, our objective was met.

Utah CCGP – Closing the Gap Results Report (small group) 2007-2008
School: Fort Herriman Middle
Project Focus: Academic Intervention
Target Group: 20 9th grade students with 8th grade cumulative GPAs of 1.5-2.5
Contact: Steve Giron 412-2457 **Email:** steve.giron@jordan.k12.ut.us

ABSTRACT

This project is designed to address academic achievement of students who have an 8th grade cumulative GPA in the range of 1.5-2.5. Our intervention consisted of at least two individual meetings with our target students each quarter. Each feeder middle school transitions the 9th grade students to Riverton High, who then continue the intervention and tracking through their senior year. The results of our data show a slight average increase in GPA for the intervention groups.

PROJECT DESCRIPTION

Introduction

Our reasoning was that students with GPAs below 1.5 get much attention, and students above 2.5 are typically self motivated. Students in our target range are often referred to as the "forgotten middle" because they are doing "ok". The expectation is that students in the intervention will increase their effort resulting in an elevated GPA. Our hope was to raise the overall GPA by at least 10%.
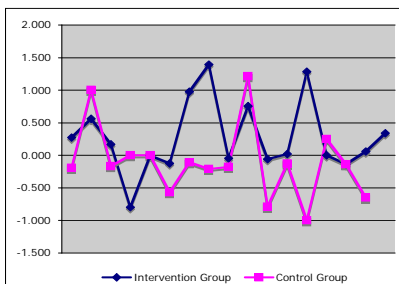
Participants

- 2 groups of 10 ninth grade students
- All students in the target GPA range were assigned randomly to the intervention groups, those not assigned were put into the control group.

Method

- Intervention groups randomly selected
- 10 students assigned to each of the two counselors
- Record cumulative GPA from 7th and 8th grade
- Record all 9th grade GPAs for each quarter and compare the data
- The project dates for this year: August 27, 2007 – June 4, 2008
- Parents were informed and asked for permission to include their children, we also requested their support of our efforts.
- Counselors meet individually with each student twice each quarter to set GPA goals, desired results, and specific strategies aimed at achieving their goals.

RESULTS

11 students in the intervention improved GPA by an average of 19% (the greatest being 41% and the lowest being 2%.)

% of improvement and number of students	
Intervention:	**Control**
0-10% 7	0-10% 1
11-20% 3	11-20% 1
21-30% 2	21-30% 1
31-40% 1	31-40% 1
41-50% 1	
4 students decreased	12 students decreased

DISCUSSION

Our results tell us that more than 1/2 of students who participated in the intervention improved their GPA's. By comparing our intervention group with the control group we see a significant increase in GPA. The control group serves to disprove the theory that 9th graders will improve anyway because they are now earning high school credit. Intervention does make a difference.

Abstract
CCGP Closing the Gap Action Plan (Small Group)
Indian Hills Middle School
June 2008

It was our purpose at Indian Hills Middle School to increase academic performance and strengthen parent/child interactions by facilitating a group that focused on building stronger relationships between students and their parents. Students and parents attended a weekly group for eight weeks, which focused on trust, perception, working together, problem solving, etc. The structure of the group followed the same routine each week. Participants were first asked to check in which consisted of each member expressing their thoughts of the past week. The group then participated in a relationship building followed by an open discussion. The group ended with a check out from each member about how they felt about the day's group and to settle any unresolved concerns. The group was encouraged to work with each other and openly discuss issues that they were currently facing.

Utah CCGP – Closing the Gap Action Plan
(Small Group)

Indian Hills Middle School: Jordan School District
Richard Farley, Counselor
Tori Gillett, Counselor

Target Group:	A small group of students struggling to achieve academic success and who have expressed concern about their relationship with their parents
Curriculum/Materials Used:	Activities were used from different resources such as Tom Jackson's *Activities that Teach* and *More Activities that Teach*. Also, ideas from *Prevention Dimensions* training were used.
Start Date/End Date:	Began October 2007 – Ended April 2008
Process Data:	Two different groups were formed. Both sessions had three students who came regularly with one or both of their parents.
Perception Data:	Students and parents attended group for one hour a week for eight weeks. Group schedule consisted of a check in, activity, discussion, and a check out. The facilitator allowed the group to discuss issues they were facing with little prompting.
Results Data:	The parents completed a pre and post evaluation concerning their feelings towards their relationship with their student as well as the student's academic responsibilities. All of the parents either felt that their relationship started out strong and continued to be strong or was strengthened by the end of the group. They also reported they felt their communication was more open and that they were talking with their students more frequently about issues they were facing.
	The students were evaluated by completing an Asset Checklist pre and post group. On the pre-evaluation, students reported feeling that they possessed an average of 27 out of 40 assets. The post evaluation showed students feeling as though they possessed 31 out of 40 assets.
	The group did not appear to have an effect on the student's academic performance.

Implications: The building relationship group seemed to be an effective way for students and parents to strengthen their interactions with each other. Both parents and students reported that they really enjoyed the group and felt they could communicate with each other on a deeper level. Though there was no evidence of effect on their academic performance I feel the class was beneficial to both students and parents. We plan on continuing the group next year.

Electronic Data Reporting Template
Guidance Activities Results Report (Large Group)
School: Midvale Middle
Target Group: All 8th grade students
Target Group selection is based upon: Better understanding of graduation requirements and how it applies to them
Key Word: Four year plan

ABSTRACT

Counselors spent two days in 8th grade classes going over graduation requirements, developing a four year plan for each student, and describing high school options. Each student was given information on preparing for high school, options after high school, and programs available to them during their 11th and 12th grade years. On the first day a pre-test was given to each student asking 10 specific questions about graduation. Questions asked were those deemed most important and least understood by students from previous years. Following the two day in class instructions, counselors administered the same 10 question test to help evaluate how much the students were able to learn and what was lacking and needed to be discussed further. Results from the post-test revealed that 81% or 177 students scored 80% or higher on the questionnaire. In contrast, the results from the pre-test revealed that only 16% or 35 students scored 80% or higher on the questionnaire. There was an overall increase of 142 students who did 80% or better on the post-test after having participated in the two day sessions. Thus, the results from the post-test reveal that students were able to gain more knowledge on elements related to graduation following the counselor presentation.

PROJECT DESCRIPTION

Introduction
- To better inform 8th grade students in graduation requirements, 4 year high school plan, IB, JATC, AP and concurrent enrollment classes. Eighth graders that understand graduation requirements will be better prepared and have greater options during high school and upon graduating.

Participants
- 218 students
- All 8th grade students attending one or both class sessions

Method
- Learn what classes they need to sign up for in the next 4 years and what programs are available to them. They will learn the required classes vs. elective classes needed for graduation. Each student will fill out a personal 4 year plan that allows the student to visually understand what has been discussed on graduation requirements and what classes they would like to take in the next four years in order to graduate
- Projected start date is February 1, 2008 and projected end is March 30, 20008
- Lessons will be presented in 8th grade History classes
- Evaluation method used is a pre and post test with ten questions (please see attached) assessing knowledge on graduation
- Counselors: Karen Ward, April Sagala, Bob Spears

RESULTS

There were 218 students that participated. On the pre-test zero students scored 100%, five scored 90%, and thirty scored 80%. This gave us the result of 35 or 16% scoring 80% or above prior to counselor presentations. After counselor presentations, 94 students scored a 100, 60 scored a 90, and 27 scored 80. Thus, 177 students were able to score 80% or above after having participated in counselor presentations. The post-test results showed an increase of 65% improvement compared to the pre-test results.
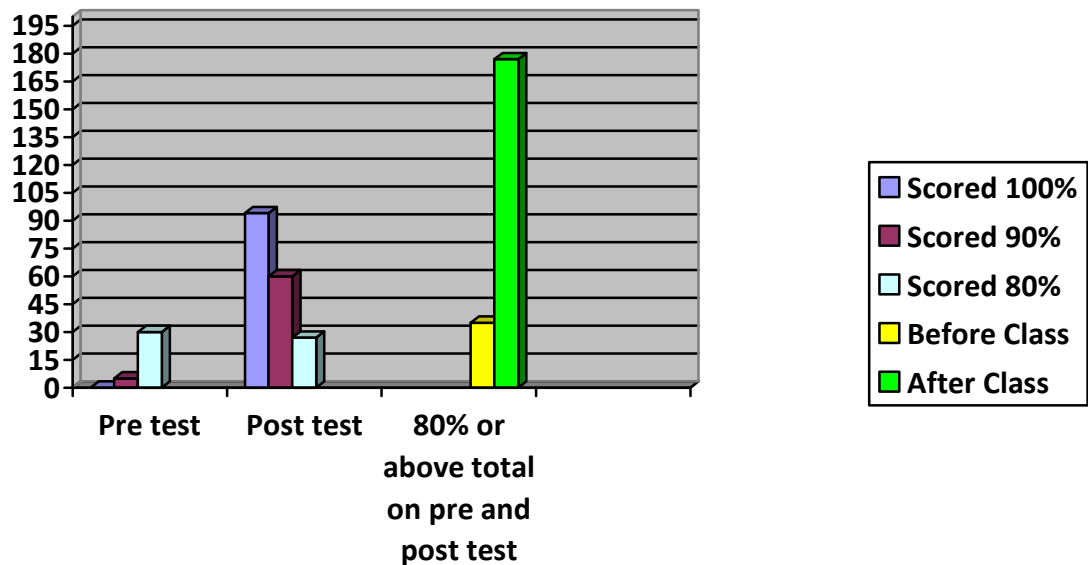
DISCUSSION

It is vital for students in the 8th grade to understand and know what options they have prior to beginning high school. For this reason, we have spent time in classes discussing high school requirements and what students need to do in order to plan for the right classes in high school. We believe that this preparation will not only help them in high school but prepare them also for life after high school as well. From our pre test we were able to determine that most of the 8th grade students were unaware of what classes they needed to take and what options they have in high school. After developing a four year plan with these students we were able to educate and provide information that students need. Future plans are to continue the class sessions with up-to-date information. It would also be helpful to communicate with high school counselors to gain their perspective on what 10th grade students are lacking and need to be successful. With this knowledge we could better prepare our students to meet needs that are not currently being addressed in counselor presentations.

Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)
School: Midvale Middle
Target Group: Students enrolled in study skills
Target Group selection is based upon: Students that are struggling academically in core classes and need individual help

ABSTRACT

The study skills class was designed to offer academic help for students. Students must be referred by teachers and staff in order to take the class. Students enrolled in the class consisted of thirty nine 9th graders, one 7th grader, and five 8th graders totaling 45 students. To track information we compared the quarter prior to having study skills and the first quarter following enrollment. The average increase in GPA was 0.35 after student enrollment in study skills. Although this was an increase, we expected the average GPA to have been greater.

PROJECT DESCRIPTION

Introduction
- Assist students struggling academically with the skills and help needed to improve grades
- With grade improvement, students will have greater opportunities and meet requirements needed for graduation

Participants
- 45 students
- Students struggling academically that want help and have been referred by faculty or staff
- 39 ninth graders, 5 eighth graders, and 1 seventh grader

Method
- Teach students how to:
  - Effectively use planners
  - Use and understand Power School
  - Plan
  - Goal setting
- Allow time for students to work on homework from core classes and receive tutoring
- August 2007 through June 2008
- Counselors Karen Ward, April Sagala, Bob Spears
- Evaluation method: The GPA of the quarter just before taking Study Skills as compared to the first quarter enrolled in Study Skills
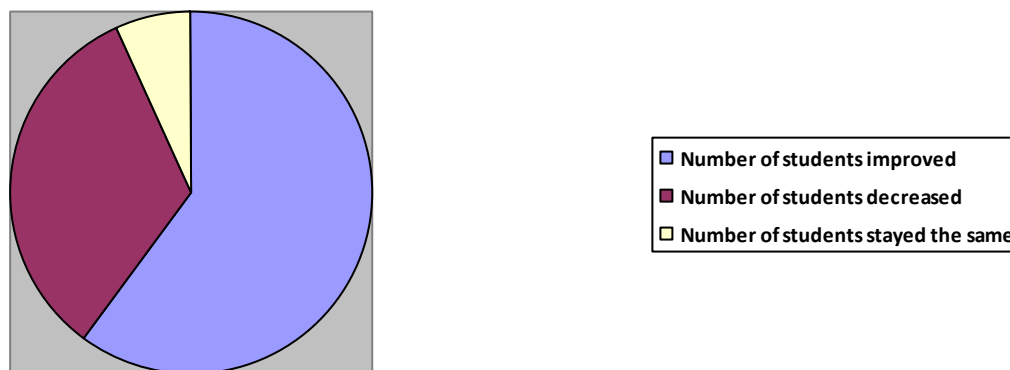
RESULTS

By looking at the GPA of the quarter just before taking the class as compared to the first quarter enrolled in Study Skills we were able to determine the following. The average GPA of the 45 students prior to taking the class was 1.55. The post evaluation average GPA after the first quarter of taking study skills was 1.9 (see graph 1). The overall average GPA rose 0.35 points after participating in Study Skills. Twenty seven students improved their grades, fifteen got worse, and three stayed the same (see graph 2). We also found that one student improved

Their GPA by 3 grade levels, two by 2 levels, and seven improved by 1 level. Out of those that had a decrease after taking Study Skill, three of them had dropped grades 1 level.

Graph 1
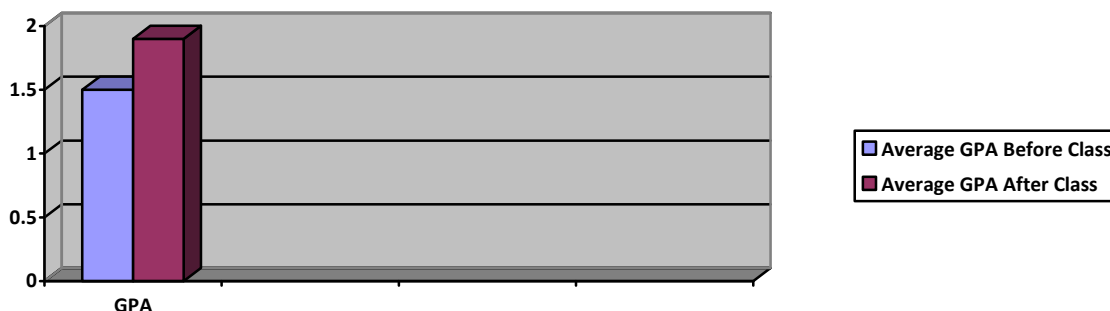
Graph 2

DISCUSSION

There are many factors that contribute to failing grades that could not be fully assessed in this study. We do believe that the class was helpful and results do show an increase. However, the increase was not as high as we expected. It was our hope that all participating students would have increased their GPA after enrolling in Study Skills. To our surprise three of them actually decreased one grade level. Why did this happen? Why did some do so well while others actually decreased? To understand this fully, it would be necessary to follow up with each student enrolled in the class. It would also be helpful to observe teacher and student interaction. Both of these strategies were not employed during this project. Future direction would need to include better follow up and interaction with the students and teacher.
We strongly believe the class is a benefit to students and the increase in overall GPA does show this. For future direction we would like to see a greater increase and feel that follow up and closer monitoring of the students will do this. The class structure is designed to help kids with homework and create better planning. Skills taught in the class are essential to doing well at school and may be the reason why some improved so drastically. Overall Study Skills is a benefit and an effective tool to help students academically. By improving our interaction and follow –up with students we feel the class can be more beneficial.

Electronic Data Reporting Template
Guidance Activities Results Report (Large Group)
School: Mount Jordan Middle
Target Group: 8th or 9th Grade
Target Group selection is based upon: Life/Career Development
Key Word: Utahmentor.org

ABSTRACT
One of the goals that Mt. Jordan Middle School Counselors have is to help students understand the relationship of school experiences and academic achievement to the world of work, home, and community, and become aware of self in relation to the world of work. Counselors will introduce students to Utahmentor.org website. Classroom discussion on the connection of school to career, student personal assessments from Utahmentor.org and career exploration will be the focus. Students should have an improved self-awareness and an awareness of the great resource that Utahmentor.org can be for them

PROJECT DESCRIPTION
Who: 8th or 9th Grade (2007-08 the 9th Grade)
What: Increase self-awareness and awareness of the website: Utahmentor.org
When: Anytime (This year-4th quarter)
Why: Students can benefit by knowing themselves better regarding their personality, interests, values, and abilities, then, exploring those careers that would be a great match for them.
How: Utahmentor.org website with worksheets to write down information learned

Introduction

- **The Domain of Life/Career Development is the focus.**
- Gain self-knowledge.
- Understand self in the world of work.
- Locate, evaluate, and effectively use life/career information.
- Learn to make life/career decisions.
- Learn to set goals to achieve life/career plans.

Participants

- Entire Grade of students

Method

- Counselors will explore the Utahmentor.org website with students.
- Students will complete several assessments.
- Preparing for College and Scholarship will be explored.
- Class discussion to reinforce school-to-career connection and this process.
- Computer Lab – Utahmentor.org website with worksheet
- 2 days preferable
- Evaluation methods: Pre-assessment containing three simple questions. A post-assessment given to determine what was learned and if the objectives were met.

RESULTS

The results were that **90%** of the students showed increased awareness in themselves and in the website Utahmentor.org and it's value for them.

DISCUSSION

Our conclusion is the time we spent with the students on this website and the discussion that accompanied it was worthwhile for the student. Students were able to get personal information and then use that information in career exploration. They were able to

compare and contrast one career from another. Students are familiar with Utahmentor.org and what benefit it can give them by continued time spent at the website.

Electronic Data Reporting Template
Closing the Gap Results Report (Small Group)
School: Mount Jordan Middle
Target Group: students with low and/or failing grades
Target Group selection is based upon: missing work, low scores on assignments
Key Word: work incompletion

ABSTRACT

One of the goals that Mt. Jordan Middle School Counselors have is reducing the number of students who fail to do assignments and fail their classes. It is believed that if students are contacted and parents are contacted there would be improvement in assignment completion resulting in higher grades.   Counselors will make a personal contact with each student and phone each of the students parents to inform them of the situation regarding assignment incompletion and low/failing grades. Thirty-five ninth grade students were identified as having multiple classes with failing grades. Another thirty students were identified with the same criteria and were not to receive intervention.   The results showed that sixty-six percent of the students with the intervention did improve their assignment completion percentage and did raise their grades. (several raised their grades by two grade levels) Of those students without the intervention, only twelve percent showed improvement in assignment completion and improved grades.

PROJECT DESCRIPTION

Who: 9th Grade Students

What: Improve assignment completion and improve grades

When: 2nd quarter

Why: Assignment completion indicates participation and learning

How: Counselor makes a personal contact with student and phones their parents to inform and initiate a plan with both student and parent.

Introduction

- **The Domain of Academic Learning is the focus.**
- Take pride in work and achievement with integrity and honesty.
- Accept mistakes as essential to the learning process.
- Identify attitudes, expectations, and behaviors that lead to successful learning.
- Apply time-management and task-management skills.
- Demonstrate how effort and persistence positively affect learning.
- Use communication skills to know when and how to ask for help when needed.
- Take responsibility for own actions.
- Understand the relationship between learning and life/career success. (Work, life-long learning, citizenship, and career)
- Actively involve parents or guardians.

Participants

- 35   9th Grade students to receive the intervention
- 30   9th Grade students in control group not receiving intervention (comparison purposes)

Method

- Counselor will have an individual conference with student to develop a plan
- Counselor will make personal phone call home to parent/guardian to inform of the plan
- Intervention started in 2nd quarter and ended midterm 3rd quarter
- Evaluation methods: A printout of grades for each student was made at the end of 1st quarter. Individual class assignments printout was made for the targeted classes (those with a failing grade) A comparison of number of completed assignments and work

quality then could be made between 1st quarter and 2nd quarter. Grades of 1st quarter and 2nd quarter with how they were doing going into 3rd quarter could be compared.

RESULTS

The results were that 66% of the students who received the intervention of a personal contact along with a phone call home to parent/guardian demonstrated improvement in assignment completion, improved assignment scores, and improved grades in targeted classes. Twenty-three students out of thirty-five students made an improvement. Several students improved grades by two grade levels or more. In the controlled group where this intervention did not take place, only 12% of those students made improvement from 1st quarter to 2nd quarter.

DISCUSSION

Our conclusion is the personal contact to both student and parent is beneficial. Perhaps with improved follow-through contact with student and parent/guardian more students might have shown greater improvement. We intend to share these findings with our faculty at results meetings to encourage teacher-student-parent contact. Success in education is greater when teacher-student-parent work together.

Together Everyone Achieves More --- TEAM!

Electronic Data Reporting Template
Guidance Activities Results Report (Large Group)
School: Oquirrh Hills Middle School
Target Group: 9th graders
Target Group selection is based upon: Students will understand the relationship of school experiences and academic achievement to the world of work, home, community.
Key Word: Career Choices

ABSTRACT

This data project focused on the knowledge and understanding 9th grade students have of school success in relation to career opportunities and amount of money they can make. Three hundred fifty ninth graders where administered a pretest prior to participating in a work based learning program called "Reality Town". We measured their understanding of how much schooling is needed for various career choices and their understanding regarding cost of living expenses. Students were given a career of their choice with a monthly income attached. During a half day "Reality Town" assimilation, students played the part of an adult with their job choice. They were asked to pay bills during this event and keep a running budget of everything they have spent. After the event, a post test was given with the results showing that one forth of the students realized they would need to make more money to support the lifestyle they wanted. Yet, only 6% of those students where willing to pursue more job training and/or a college degree.

PROJECT DESCRIPTION
Introduction
This project was used to fulfill the following CCGP student outcomes: standards and competencies:
- AL:B1,C2--- LC:A1,2,Bl,2,3---LC:C1,2,3---MG:A3.5---PS:A1.8,A2.1---PS:B1

Participants
- 350 Ninth grade students

Method
- The Reality Town Curriculum, provided by Jordan School District work based learning program was used to create a "real life" opportunity for students to experience being an adult and having a job for the day.
- Students were given the choice of careers based on their 8th grade GPA.
- In October 2007, a pre-test was given to each student testing their knowledge and connection of career choices and "real" cost of living expenses.
- Reality town lessons were presented by school counselors, Lisa Hardy and Cathy Groot and various classroom teachers in history, math science and language arts. Students were taught about personal finance, how to fill out a job application and how to create a resume.
- Students spent a half day assimilating a "real life" experience as an adult, paying bills, buying a house and car and purchasing personal items using a set monthly income based on the career choice they made. The objective of the assimilation was to live within their monthly budget.
- A post test and review lesson on November 12, 2007 concluded this event.

RESULTS

Based on the pre/post test results, there was a 26% increase in students realizing they will need to make more money to provide the kind of lifestyle they want for their future. However, there was only a 6% increase of students who planned to pursue a bachelors degree or higher post reality town.

DISCUSSION

Based on the pre/post test and our observations, students realized their first career choice did not provide enough income to match their lifestyle choices. Only a small percentage of these students reported willing to gain more training and education to enhance their income. It seems the old societal myth holds true; "People want more than they are willing to work for."

Electronic Data Reporting Template

Closing the Gap Results Report (Small Group)
School: Oquirrh Hills Middle School
Target Group: 20- 9th graders with GPA 1.5 to 2.5
Target Group selection is based upon: Riverton High School Cone long term study- Does meeting with students individually help students succeed academically?
Key Word: Academic Improvement

ABSTRACT

This is a 6 year cone study of the effects and influence school counselors can have when meeting individually with students twice a quarter from 9th grade to 12th grade. A random selection of twenty ninth grade students with a GPA of 1.5 to 2.5 at the end of their 8th grade year, met with a school counselor regularly setting academic goals and problem solving school related issues. A control group (no contact with students) was used to measure differences. Results show that during the 9th grade year there was a slight increase in the GPA of the students who we met with. The average GPA for the date group students was 1.75 at the end of their 8th grade year. The average GPA for the end of their 9th grade year was 2.0. The control group went from 1.8 GPA to a 2.0 GPA. This is not a statistically significant change when comparing the GPA of each group.

PROJECT DESCRIPTION

Introduction
This study was conducted based on the following desired results for student learning:

- AL:A1,2,3--- LC:C3--- PS:A1,2; PS:B1,2,3---PS:C3

Participants

- 40 randomly selected 9th grade students with a GPA ranging from 1.5 to 2.5
  (20 students in control group (no contact) / 20 students involved with counselor)

Method

- At the beginning of the school year, 40 students from the 9th grade were randomly selected who GPA has ranged from 1.5 to 2.5 GPA at the end of their 8th grade year. 20 students were randomly selected to meet with a school counselor twice a quarter throughout the year setting goals and creating study skills. The other 20 students were used as a control group to compare their GPA with the study group. No contact was made with the control group.
- Students set goals and talked about study habits and skills with a counselor at the beginning of each quarter and then reviewed again midterm.
- Student success was measured and compared using their 9th grade cum GPA with the 8th grade cum GPA.
- At the end of the year, the names of these students where passed on to the high school counselor where they continued to meet and set goals throughout high school.
- This project began 6 years ago and this group of students will be the last group and should be completed by 2011 (after these students have completed their 12th grade year).

RESULTS

Preliminary results show that there was only a slight increase in GPA from the end of 8th grade to the end of 9th grade with the students who met with a school counselor regularly. The average GPA went from a 1.75 to a 2.0. The control group had similar results. Their average GPA was 1.8 and went to a 2.0 average.

DISCUSSION

With this group of students, results show that it does not matter whether a school counselor meets individually set academic goals with students. And, many factors may contribute to a students' academic success or failure that can not and should not be measured based solely on a student's GPA. In working with these students one-on-one, trust and understanding were developed between counselor and student and students were able to work out other personal issues that they would otherwise not be able to do that can not be measured.

CLOSING THE GAP RESULTS REPORT (LARGE GROUP)

School: South Hills Middle School
Target Group: All 8th grade students

ABSTRACT

This project is designed to assess the students experience with and perseption of bullying. In our last needs assessment, faculty and students indicated that students need the most help in respecting individual differences. Parents emphasized a need to develop skills for problem solving. Strategies in both these areas were discussed in our bully units.

PROJECT DESCRIPTION

Our reasoning that students needed information on what bullying is and what to do about it was a result of our needs assessment. Bullying is a common problem in middle school and can lead to academic, social, and emotional problems.

Participants

- All 8th grade students at South Hills Middle School – 284 total students: 129 male, 155 female.

Method

- Counselors administered a bullying survey in November 2007.
- Counselors delivered a two-day bully unit to every 8th grader in their Science class.
- Stop Bullying Now came and did an assembly on school shootings and tolerance.
- The Counseling Center administered the same bullying survey during TA in April 2008.

RESULTS

The findings that students reported were that overall bullying and harassment had decreased by 9%. However, those that report being harassed daily increased by 11%. Specific forms of bullying and harassment such as "Teasing & Taunting" and "Name-calling" showed a 6% increase. "Excluding or rejecting" showed the most decrease at 5%. Encouraging bystanders to speak out when they see harassment and raising awareness of the behavior were the two strongest increases in possible solutions to stop harassment.

The most significant finding in this study was that students' opinion of how aware the teachers and administrators were of bullying. From fall of 2007 to spring of 2008 there was a 30% increase in feeling that teachers and administrators were "Not at all aware" of the harassment at the school. This implies that nearly half (47%) of all students feel that the teachers and administrators do not know the amount of harassment and bullying at their school.

DISCUSSION

Our results indicate that overall bullying has decreased but specific students are feeling more targeted. This gives administration reasoning to focus on specific students. Also, the students feel that administration is less aware now of problems than they were at the beginning of the year. This could be influenced by the fact that both Assistant Principals are new to the school this year. The students believed they were aware of issues when they didn't know them well where now believe they are not. Encouraging bystanders to speak out was an emphasis of the training and thus is heartening to see that students see that as a strong possible solution. Though the data is not overwhelming, it is still positive that the students feel more aware of what they can do about bullying regardless of their role.

CLOSING THE GAP RESULTS REPORT (SMALL GROUP)

School: South Hills Middle School
Target Group: 9th grade students with 8th grade cumulative GPA of 1.5 to 2.5

ABSTRACT

This project is designed to address academic achievement of students who have an 8th grade cumulative GPA in the range of 1.5 to 2.5. Our intervention consisted of at least two individual meeting with our target students each quarter. Each feeder middle school transitions the freshman students to Riverton High School where the intervention is continued and they are tracked through their senior year. The results of our data show a slight average increase in GPA for the intervention group.

PROJECT DESCRIPTION

Our reasoning was that students with GPAs below 1.5 get much attention and students above 2.5 are often self-motivated. Students in our target range are often referred to as the "forgotten middle" because they are doing "ok". The expectation is that students in the intervention will increase their efforts resulting in elevated GPA. Our hope was to raise the overall GPA by at least 10%.

Participants

- 2 groups of 8 ninth grade students.
- Students in the target GPA range were assigned randomly to the intervention groups or into the control group.

Method

- Intervention group and control group were randomly selected.
- 8 students in each group assigned to each of the two counselors.
- Record cumulative GPA from 8th grade.
- Record all 9th grade GPAs for each quarter and compare the data.
- The project dates were August 27, 2007 to June 4, 2008.
- Parents were informed and asked for permission to include their children in the intervention group and we requested their support in these efforts.
- Counselors met individually with each student twice each quarter to set GPA goals, develop specific strategies, and discuss obstacles.

RESULTS

Seven students in the intervention group improved GPA by an average of 12% (the greatest being 22.5% and the lowest being 3.2%). Seven students had a decrease in GPA and two withdrew from South Hills during the year.

Small Group Data Project 2007-08

Legend: Control Group, Experimental Group
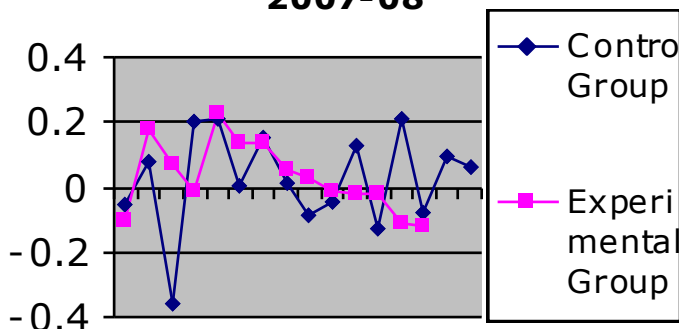
% of improvement & number of students

Intervention	Control
0-10% 3	0-10% 5
11-20% 3	11-20% 3
21-30% 1	21-30% 2
7 students decreased	6 students decreased

DISCUSSION

Our results show that half of students who participated in the intervention for the entire school year improved their GPAs.   While those results are positive, after factoring in the decreased GPAs the overall improvement was only 3%. This was far below our goal of 10% and comparable to the control group whose overall change was 2.6%. Therefore, the intervention group, for all of our efforts, did not show a significant increase over the control group.

	A	B	C	D	E	F	G	H	I	J	K	L
1	9th GRADE TRACKING STUDENTS											
2	GPA 1.5 - 2.499											
3	Experimental group											
4	**First Name**	**Last Name**	Percentage change	**4th CUM/ 8th**	**1st qtr GPA**	**2nd qtr. GPA**	**3rd qtr GPA**	**4th qtr GPA**	Change	**Avg. 1-4 qtr**	**4th CUM/ 9th**	
5	SHMS 1		-10.5%	2.33	2.30	1.67	1.78		**-0.42**	1.92		
6	SHMS 2		17.8%	2.27	2.53	3.33	3.09		**0.71**	2.98		
7	SHMS 3		7.4%	1.76	1.78	2.50	1.89		**0.30**	2.06		
8	SHMS 4		-1.4%	2.33	2.23	1.88	2.72		**-0.06**	2.28		
9	SHMS 5		22.5%	2.49	3.77	3.61	2.78		**0.90**	3.39		
10	SHMS 6		13.6%	2.22	2.83	2.50	2.95		**0.54**	2.76		
11	SHMS 7		13.9%	2.24	3.20	3.00	2.19		**0.56**	2.80		
12	SHMS 8		5.0%	2.24	3.20	1.96	2.17		**0.20**	2.44		
13	SHMS 9		3.2%	2.21	2.52	2.38	2.11		**0.13**	2.34		
14	SHMS 10		-1.5%	1.71	1.61	1.50	1.84		**-0.06**	1.65		
15	SHMS 11		-1.9%	1.90	1.86	2.04	1.57		**-0.08**	1.82		
16	SHMS 12		-2.3%	1.51	1.52	1.13	1.61		**-0.09**	1.42		
17	SHMS 13		-11.3%	1.74	1.48	1.52	0.86		**-0.45**	1.29		
18	SHMS 14		-12.0%	1.89	0.83	1.45	1.95		**-0.48**	1.41		
19	SHMS 15		0.0%	1.73	1.05	JAMS						
20	SHMS 16		0.0%	1.72	0.91	WITHDRAWN						
21									Pearson's R Correlation		0.81	
22			Sum GPA	32.30	33.62	30.47	29.51	0.00	1.70	30.55	0.00	###
23			Average GPA	2.02	2.10	2.18	2.11	####	0.12	2.18	#DIV/0!	###
24		Average percent change	2.7%									
25		Standard Deviation	0.10	0.30	0.87	0.75	0.61	####			#DIV/0!	
26												
27	Control group											
28	**First Name**	**Last Name**	Percentage change	**4th CUM/ 8th**	**1st qtr GPA**	**2nd qtr. GPA**	**3rd qtr GPA**	**4th qtr GPA**	Change	**Avg. 1-4 qtr**	**4TH CUM/ 9TH**	
29	SHMS A		-5.3%	2.18	1.83	2.33	1.72		**-0.21**	1.96		
30	SHMS B		8.0%	2.47	2.78	2.38	3.22		**0.32**	2.79		
31	SHMS C		-36.0%	2.07	0.56	0.89	0.44		**-1.44**	0.63		
32	SHMS D		20.0%	2.40	3.65	3.00	2.95		**0.80**	3.20		
33	SHMS E		20.8%	2.46	3.78	3.39	2.72		**0.83**	3.30		
34	SHMS F		0.4%	1.71	2.10	1.80	1.28		**0.02**	1.73		
35	SHMS G		15.5%	2.08	2.28	2.44	3.39		**0.62**	2.70		
36	SHMG H		1.5%	2.30	2.25	2.06	2.78		**0.06**	2.36		
37	SHMS J		-8.3%	1.59	0.91	0.95	1.92		**-0.33**	1.26		
38	SHMS K		-4.7%	1.71	1.56	1.00	2.00		**-0.19**	1.52		
39	SHMS L		12.7%	1.67	1.86	2.43	2.24		**0.51**	2.18		
40	SHMS M		-12.8%	2.13	2.00	1.33	1.53		**-0.51**	1.62		
41	SHMS N		21.2%	1.82	2.67	2.76	2.57		**0.85**	2.67		
42	SHMS O		-7.5%	2.11	2.72	1.60	1.11		**-0.30**	1.81		
43	SHMS P		9.8%	1.75	1.95	2.38	2.09		**0.39**	2.14		
44	SHMS Q		6.3%	2.08	1.95	2.48	2.57		**0.25**	2.33		
45									**0.00**			
46									Pearson's R Correlation		#DIV/0!	
47			Sum GPA	32.54	34.85	33.23	34.53	0.00	1.67	34.20	0.00	###
48			Average GPA	2.03	2.18	2.08	2.16	####	0.10	2.14	#DIV/0!	###
49		Average percent change	2.6%									
50		Standard Deviation	0.15	0.29	0.84	0.75	0.81	####			#DIV/0!	

Male			Female		Total Students		
129			155		284		
Q2 Y	Q2 N	OIAW	Frequently	Daily			
43%	57%	66%	16%	16%			
Q3 Y	Q3 N	OIAW	Frequently	Daily			
37%	63%	75%	9%	16%			
Q4 Never	Q4 Sometimes	Q4 Always					
19%	70%	11%					
Teasing	Name calling	Threatening	Gossiping	Tripping. . .	Grabbing	Taking	Excluding
88%	86%	46%	74%	63%	37%	73%	54%
Looks	Race/Religion	Lack of self-	Academics	other			
86%	37%	45%	44%				
Q7 Very	Q7Somewhat	Q7not at all					
9%	44%	47%					
Q8 -----1	2 Enforce Rules	3 recognize	4 Report	5 Bystandards	6 Community	7	
43%	38%	48%	51%	50%	50%		

South Hills Middle School 8th Grade Bully Survey
2008-2009

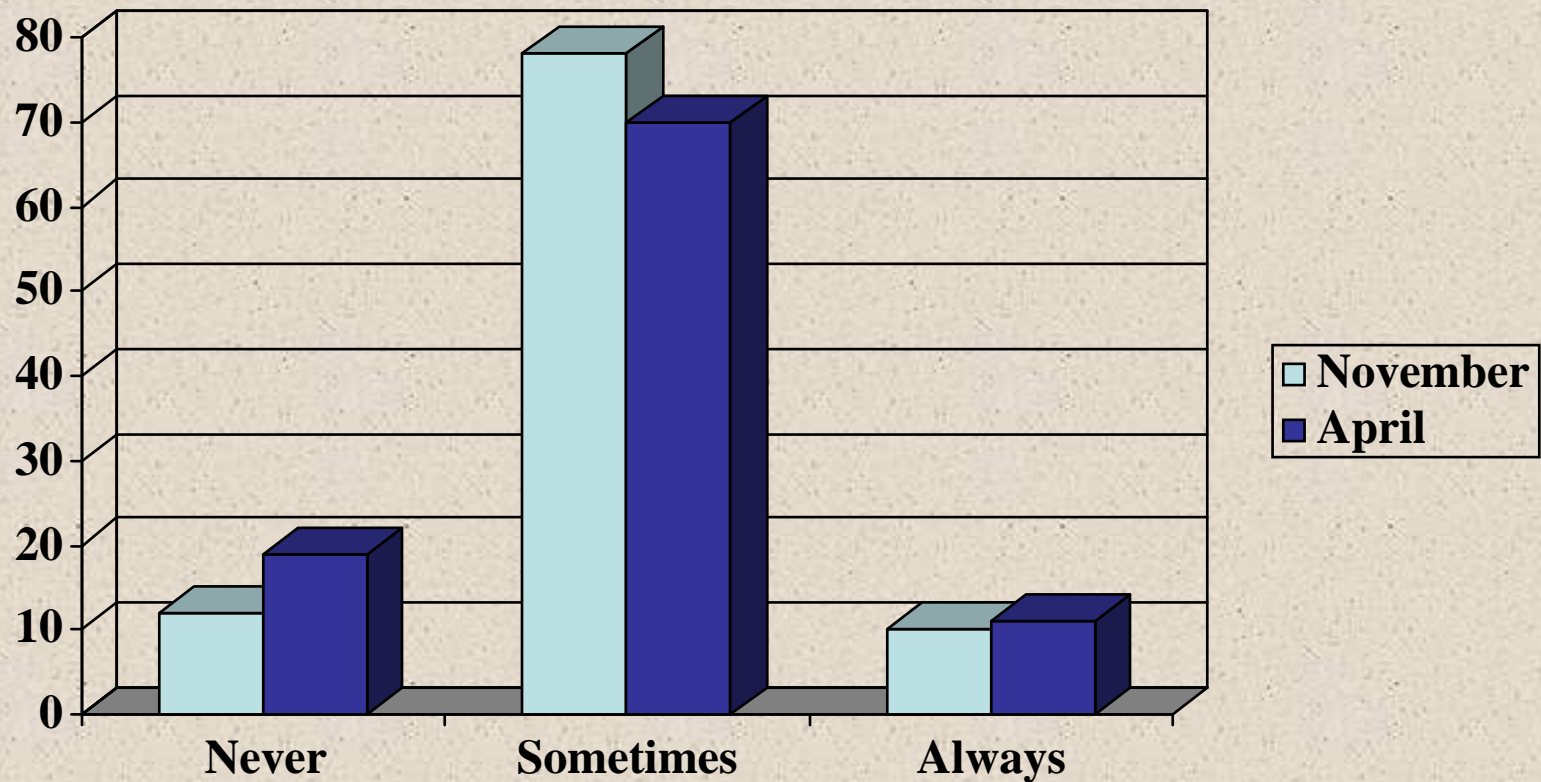# Have you been harassed during the past year?

If Yes, How Often?

	Once in a while	Frequently	Daily
□ November	81	14	5
■ April	68	16	16
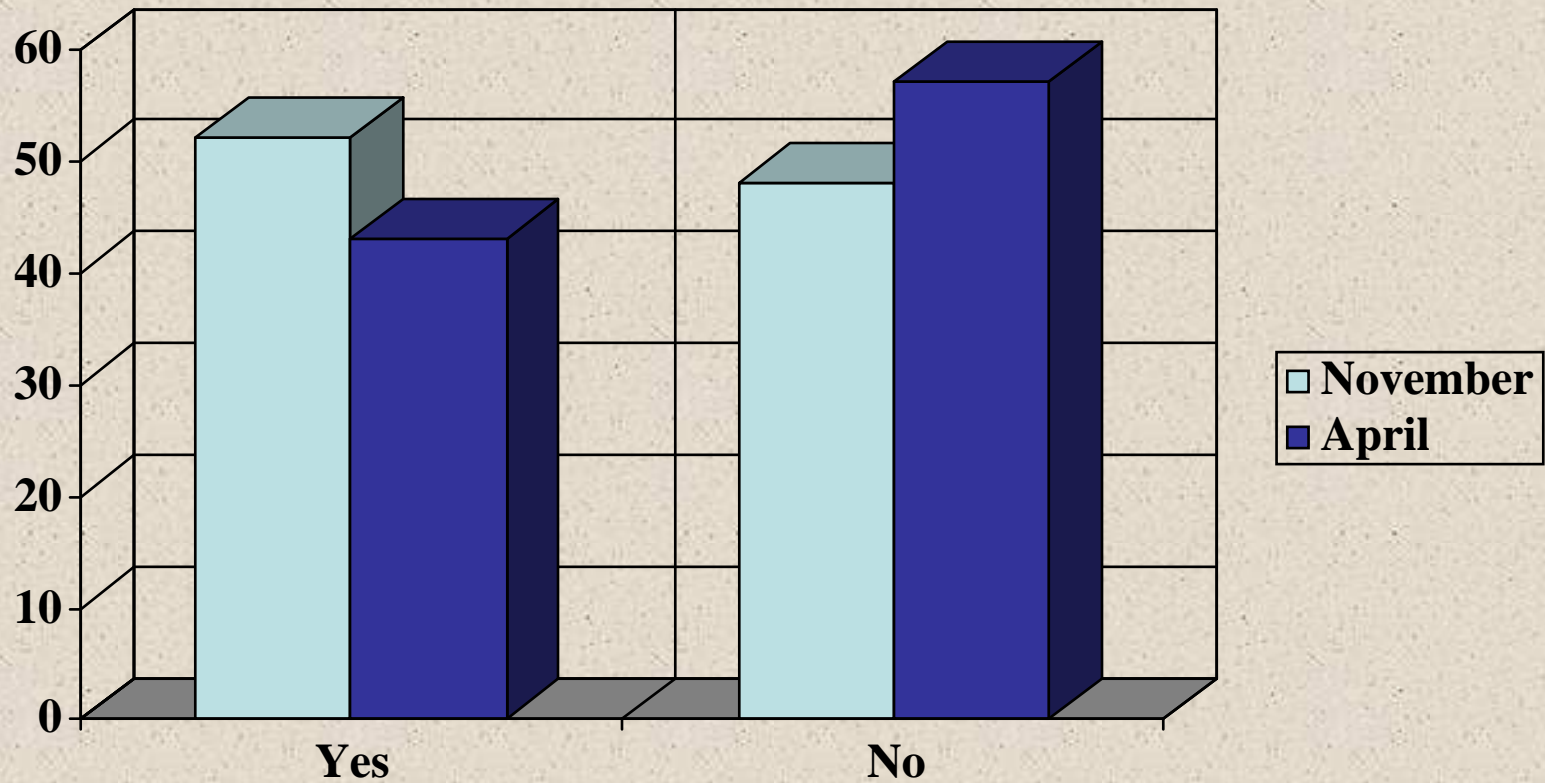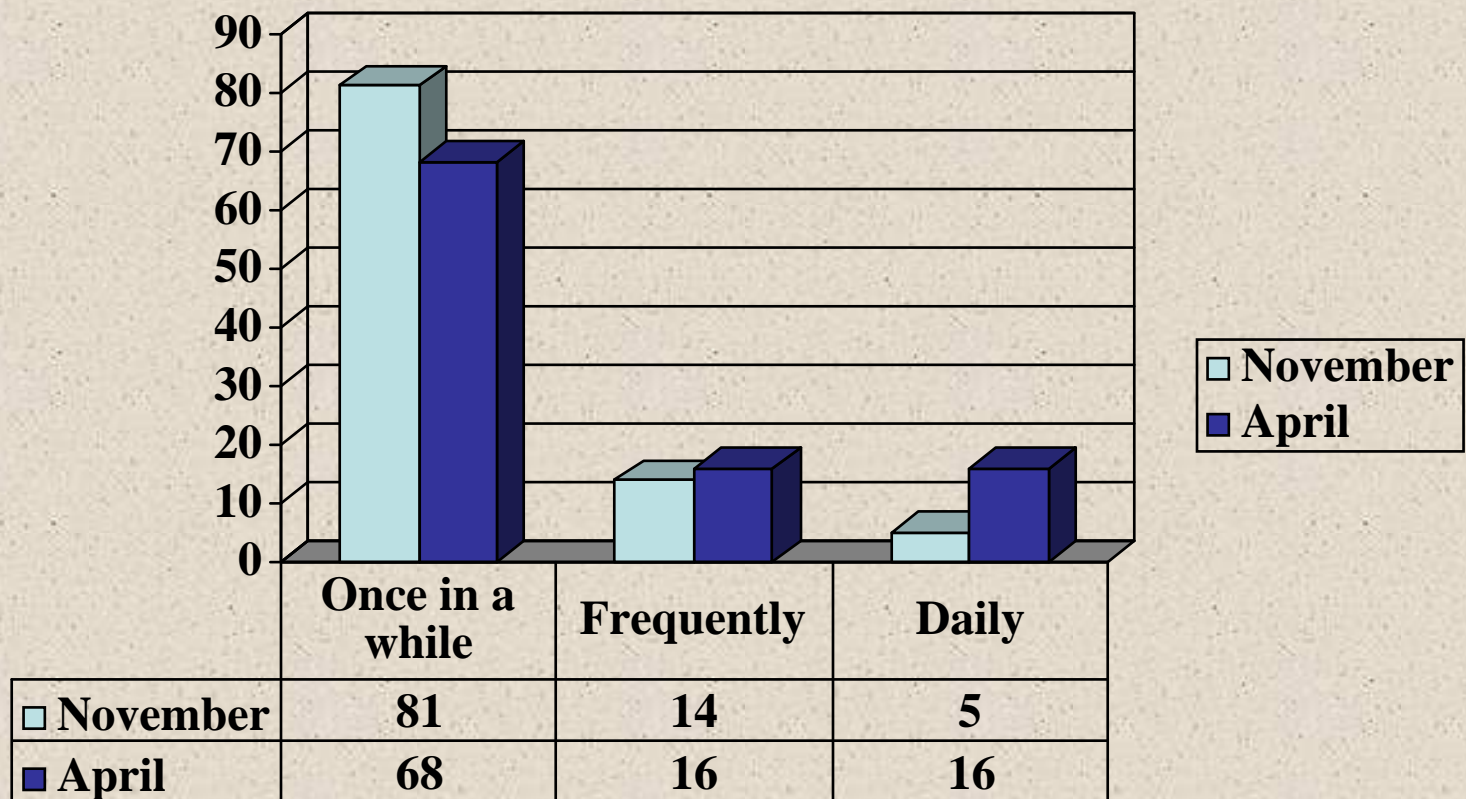
Have you Harassed Someone in the Past Year?

If Yes, How Often?

	Once in a while	Frequently	Daily
□ November	87	7	7
■ April	75	9	16
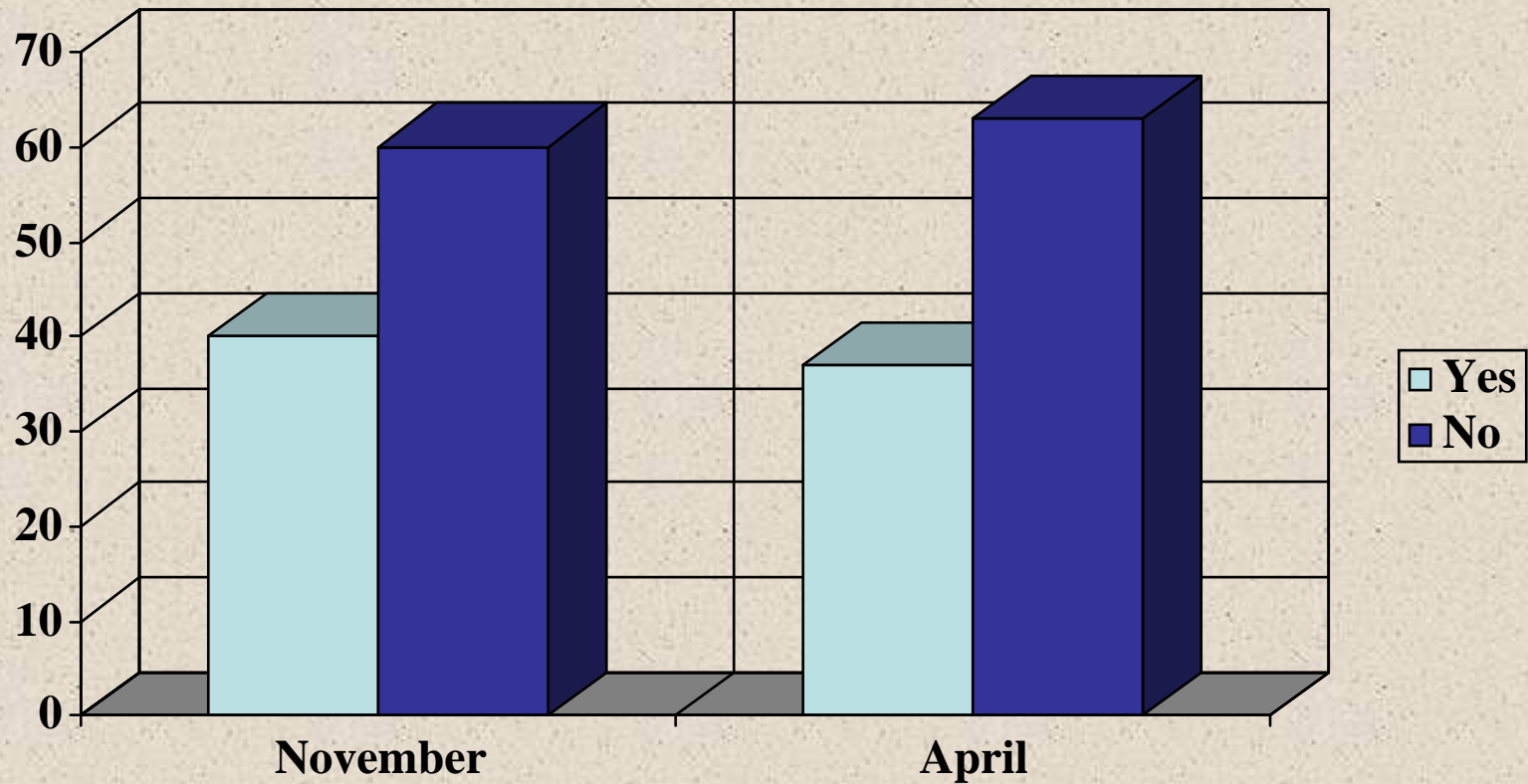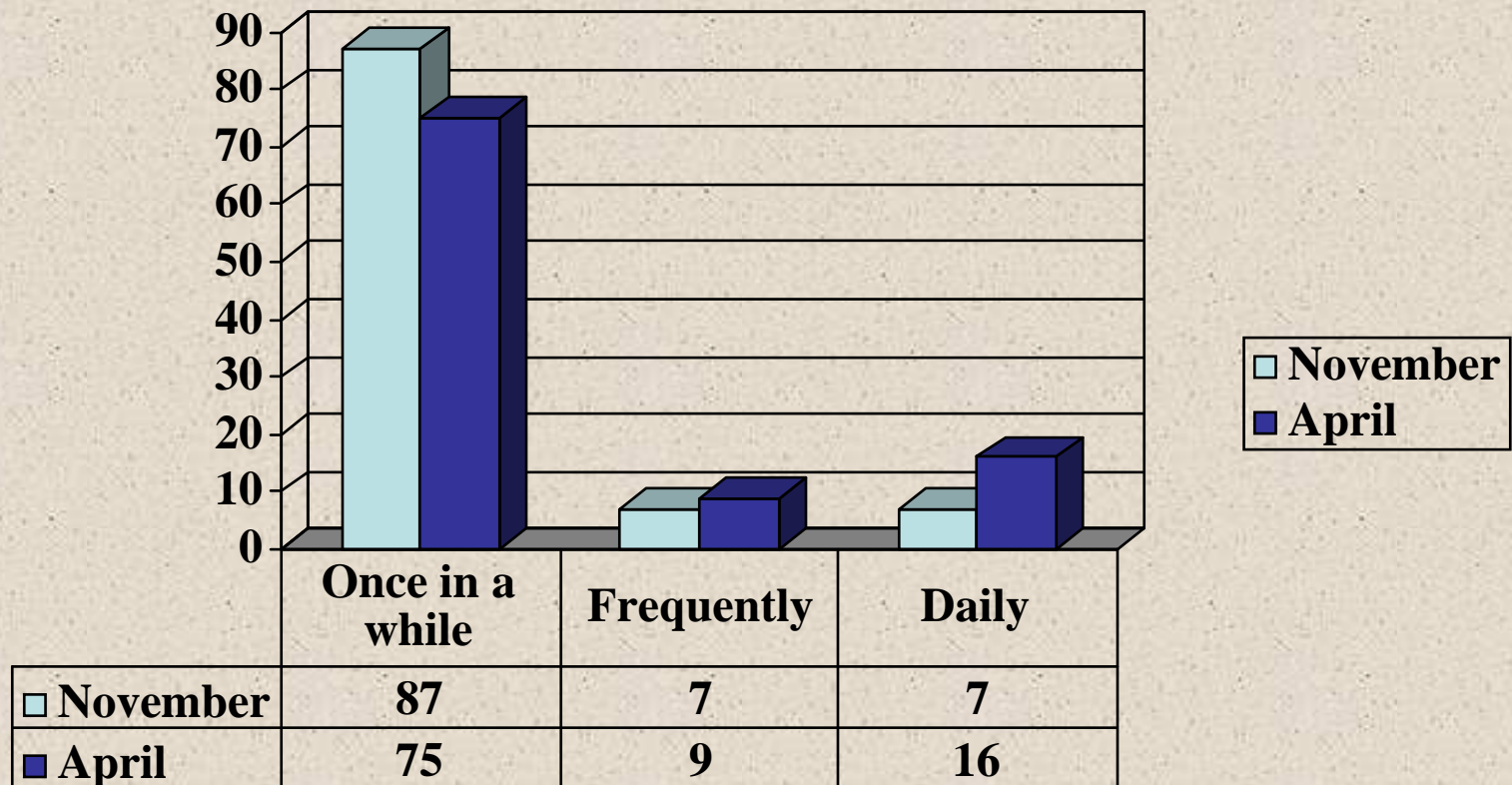
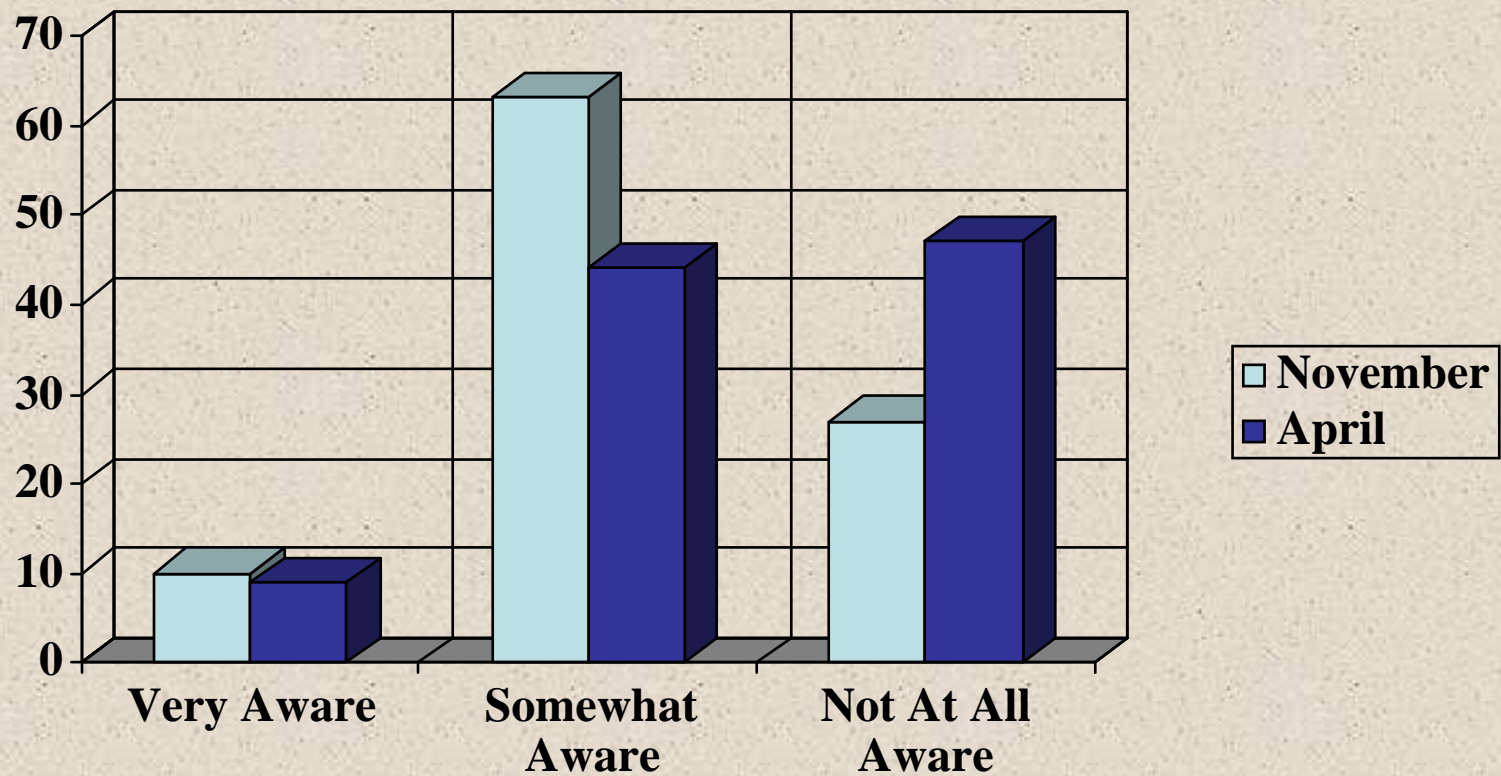# When you hear gossip about someone, do you try to stop it?

When you have harassed someone or seen someone being harassed what form did the harassment take?
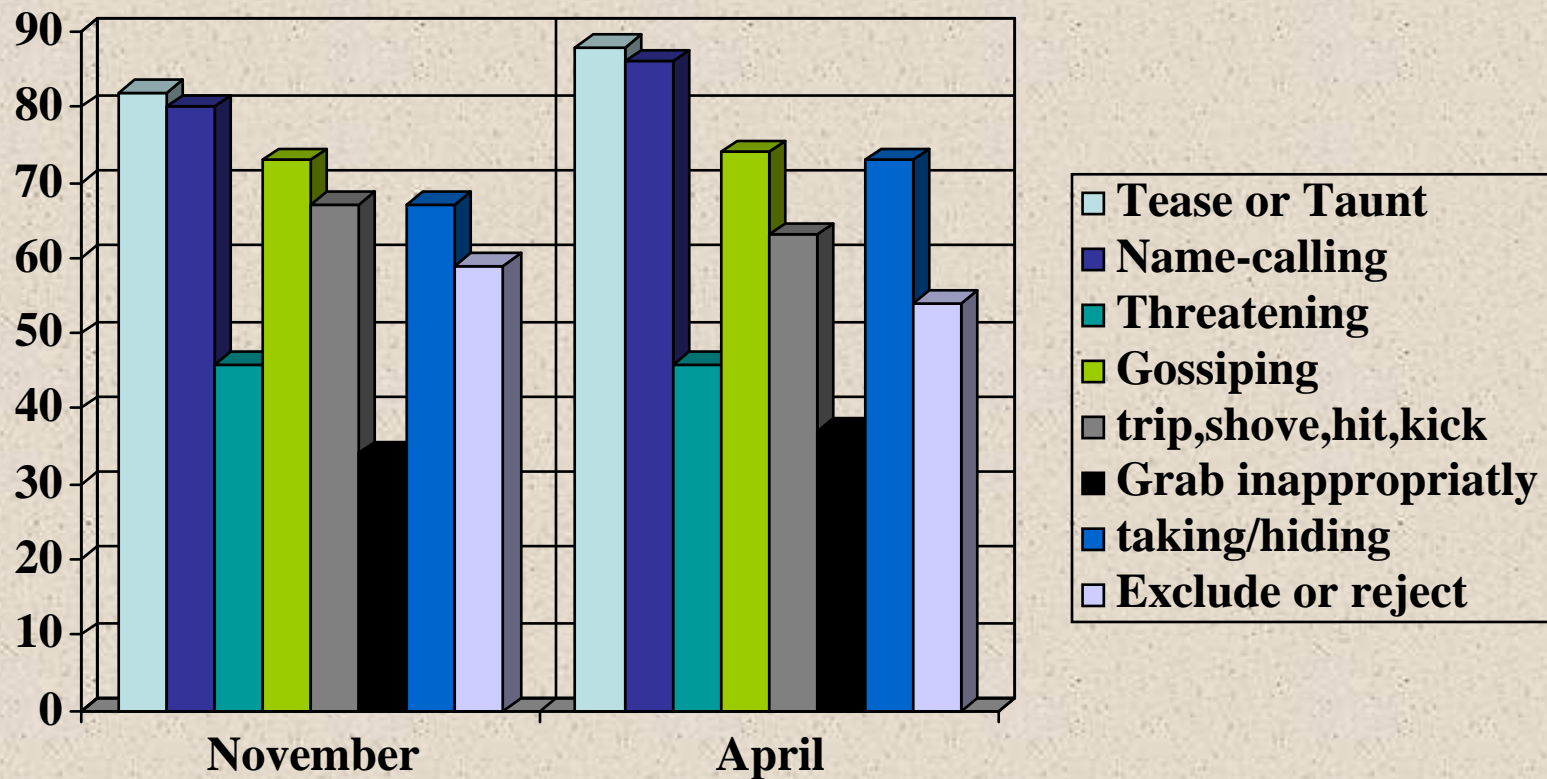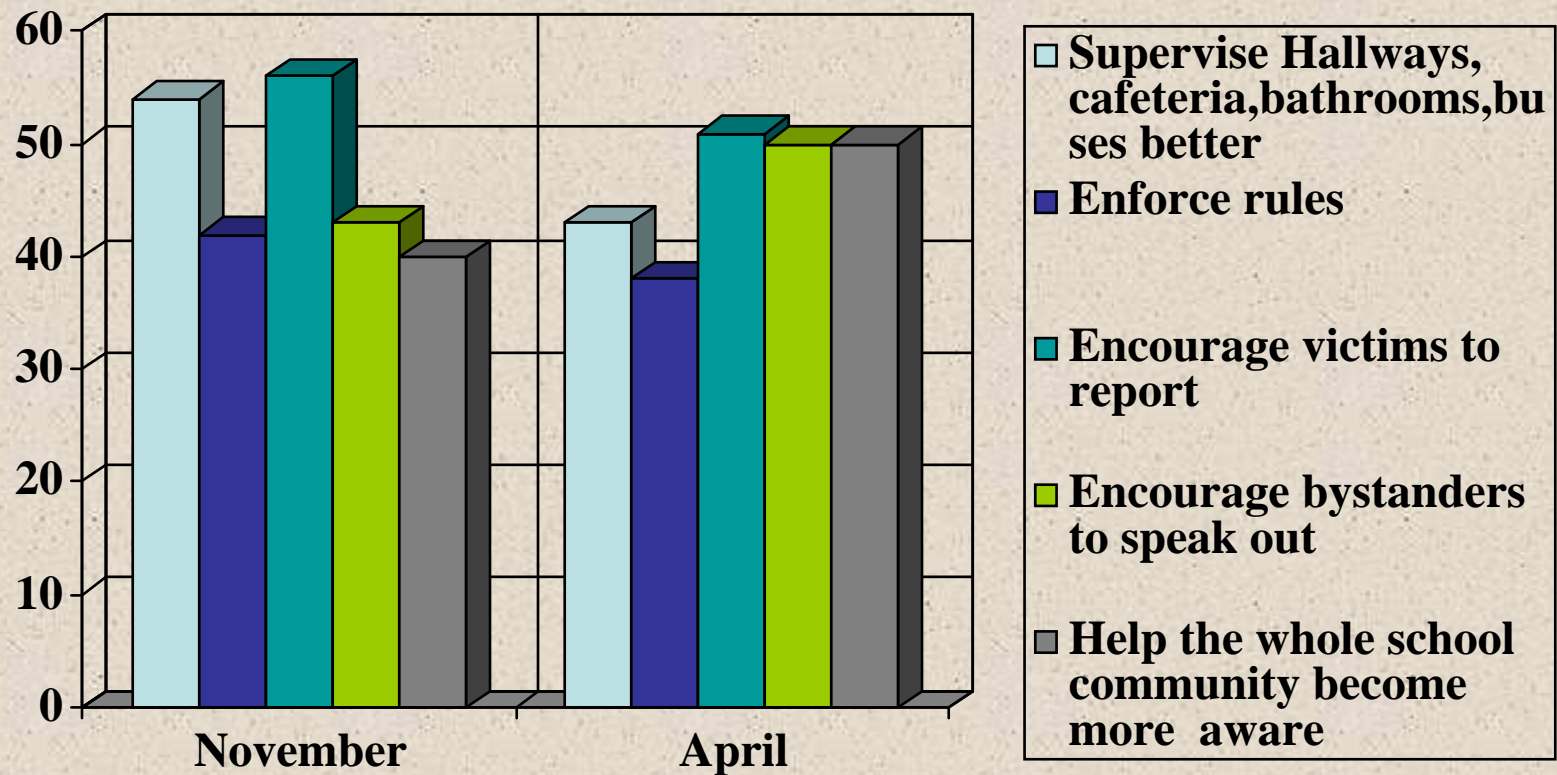
If you were harassed or saw another person harassed during the past year, did the harasser target you or the other person's:
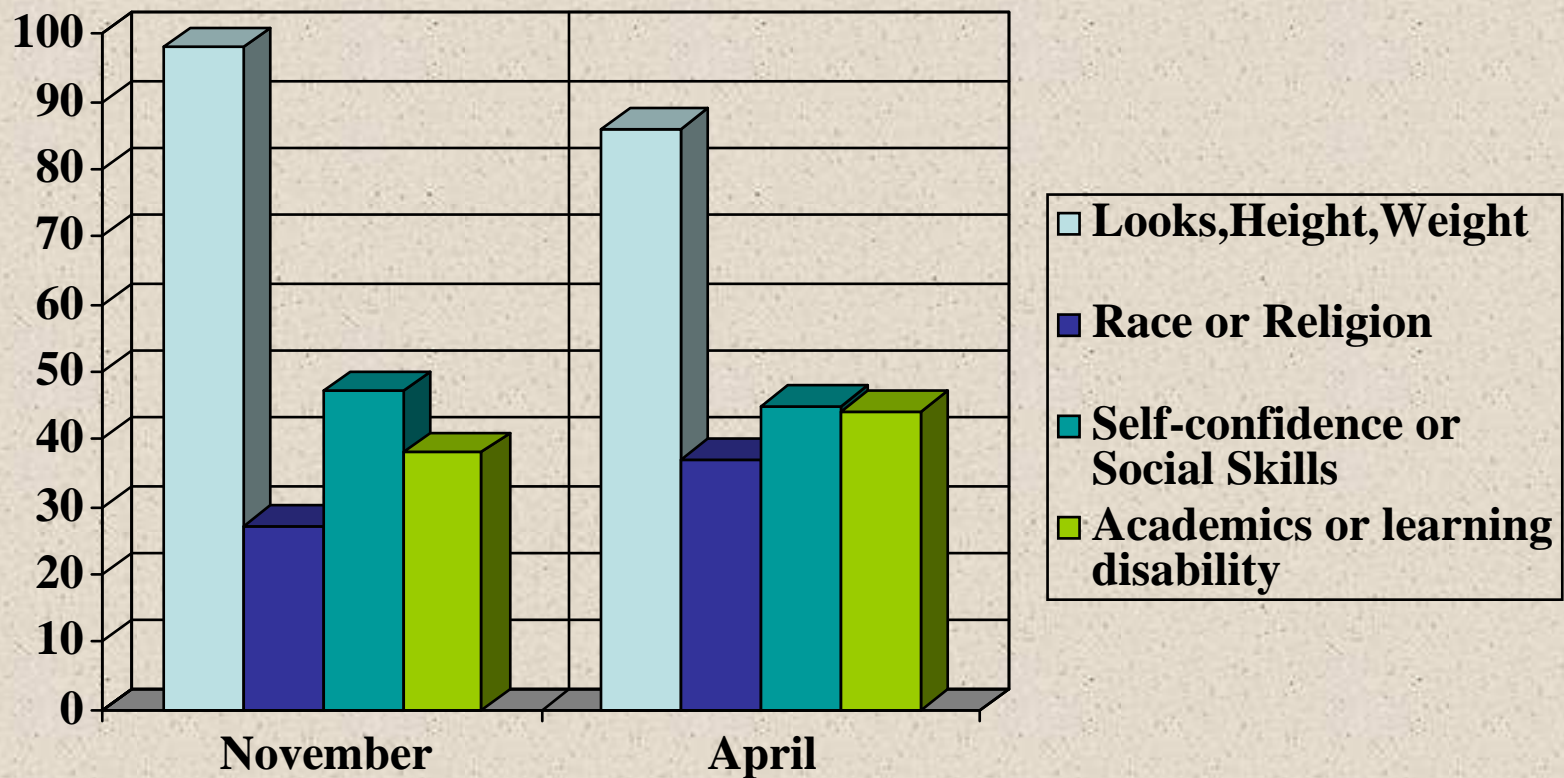
How aware of harassment are teachers and administrators at your school?

What else do you think teachers and administrators at your school could do to stop harassment?

Legend:
- □ **Supervise Hallways, cafeteria,bathrooms,buses better**
- ■ **Enforce rules**
- ■ **Encourage victims to report**
- ■ **Encourage bystanders to speak out**
- ■ **Help the whole school community become more aware**

Other Comments From Students

- It's just part of growing up. Leave it alone
- Discipline better
- Do something! Anything!
- Leave us alone! Stay out of it!
- Harsher Discipline
- Stronger Punishments
- They(teachers and administrators)act like they know, but they really don't.

Other Comments From Students

- Encourage "Defensive Harassment"
- Watch in front of the building
- We can take care of ourselves
- Monitor the bathrooms
- Immediate suspension!
- Watch drug use
- It is a personal problem and should be handled personally

ABSTRACT:

At South Jordan Middle School, we have an "At-Risk" list that is used to constantly monitor our low GPA and failing students. The students on this list are those who have less than a 2.0 GPA and those who have 2 or more F's at any time during the term. Many were referred to our Lunch School program, which is a lunchtime tutor session designed to help kids get help with homework, and have a chance to get missing assignments turned in for credit. Specifically targeting 8th grade, we compared the number of females receiving Lunch School services versus males receiving Lunch School services. The data shows a significant difference between males and females, with males being referred nearly three times as often as females.

INTRODUCTION:
- AL: A1.2: "Identify and apply attitudes, expectations and behaviors which lead to successful learning." It is our hope that through monitoring and assisting our students at risk, they will have a positive academic experience and recognize their personal strength and responsibilities surrounding academic requirements, and apply what they have learned in their current and future schoolwork.
- We are looking specifically at how the girls and boys are responding to this program. Are the genders being nominated equally, or is one gender needing more academic help than the other?

PARTICIPANTS:
- Approximately 150 students were on the "At-Risk" list and received academic services through the Lunch School program
- Any 8th grade student who had lower than a 2.0 Grade Point Average, or 2 or more F's at any time during the quarter
- Kim Player (History, Health & English), Michelle Putnam (Science & Math), and Laurie Petersen (Math & English) offered Lunch School tutoring everyday
- Kelly Graham, Mandee Soltys, Brett Freeman (counselors)

METHOD:
Teachers worked through the pyramid of Interventions before nominating students to Lunch School
- Lunch school was used to tutor and help students complete homework
- 30 minute lunch period to work
- From September 2007 to April 2008
- Students received tutoring in whatever subject they were behind in during the lunch hour
- The results from 2007-2008 were compared to the data from 2006-2007

RESULTS:
These results compare the number of 8th grade students from 2006-2007 to 2007-2008 on the At-Risk list who received lunch school services. When comparing males and females, the data tells us that more males are receiving services than females consistently. Overall, the percentage of male students who received services in 2006-2007 increased by 5.1% in 2007-2008.

8th Grade Students
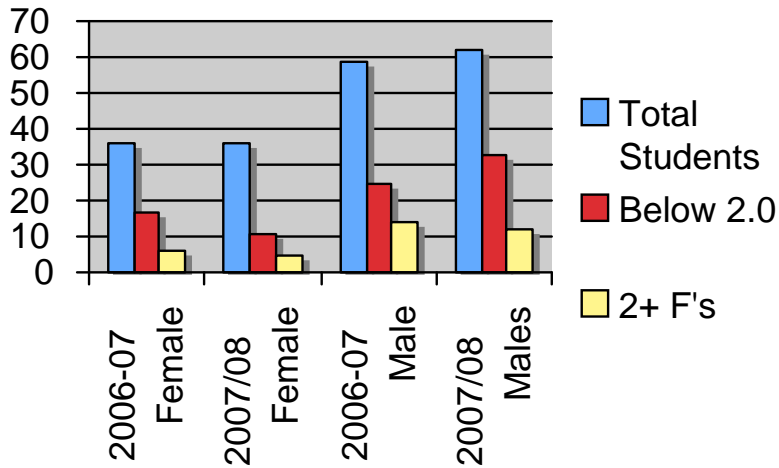
DISCUSSION:

In the future, we hope to create a way to help all of At Risk students to achieve higher standards earlier. We have found that roughly 50% of the at-risk population begins with low grades, but eventually raises those grades by the end of the quarter to C's or better. We plan to take the information the faculty so they can see that the boys struggle more, collaborating with them to do what is necessary to help them in the classroom. We do see through intensive structure and tutoring that they are improving, we just have to put it into the classroom more vigorously.

ABSTRACT
The purpose of the HOPE (Hold On, Persuade, Empower) Squad was to cultivate a more positive climate at South Jordan Middle School. 116 members were chosen to participate on the HOPE Squad, and were trained accordingly. After having the HOPE Squad in place for 4 months (from January to April 2008), we expected to see a decrease in the number of incidents concerning bullying, harassment, and discrimination. Upon comparison with the 2006-2007 data on incidents of bullying, harassment, and discrimination, the 2007-2008 data unfortunately showed a dramatic increase in occurrences and teacher referrals for this negative behavior.

INTRODUCTION
- MG:A2.3 "Develop a commitment to the principles of justice, caring, fairness, responsibility, and compassion." Through the HOPE Squad, kids were taught about their responsibilities as a citizen and how to care for others through compassion, understanding, caring, and fairness. They learned how much a single action affected life around them.

PARTICIPANTS
- 116 students participated in HOPE squad
- Any student involved in bullying, harassment, or discrimination of others.

METHOD
- HOPE Squad training manual, 10 lessons to improve peer behaviors
- Trained once a month on HOPE Squad curriculum
- From January to April 2008
- Lessons given during TA period monthly, sometimes weekly.
- Results from 2006-2007 compared to current results from 2007-2008
- Mandee Soltys, Kelly Graham, Brett, Freeman, Julia Connelly

RESULTS:
The results from 2006-2007 compared to 2007-2008 show an increase in reports of bullying, harassment, and discrimination. The data tells us that incidents of bullying, harassment, and discrimination have increased by 36% since 2006-2007.
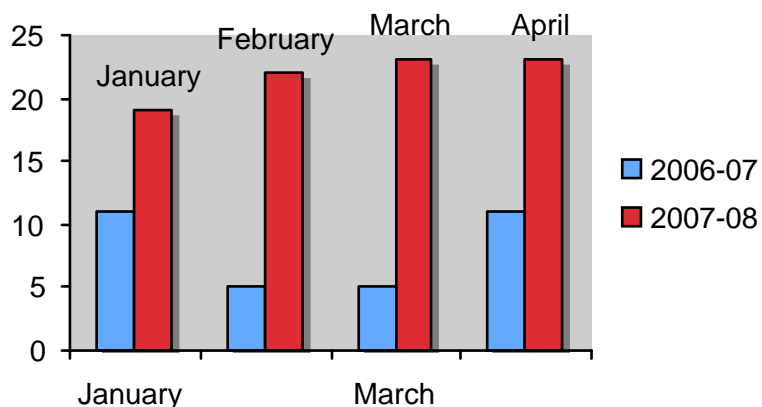
DISCUSSION:
We plan to train students under additional curriculum next year to help cultivate an even more positive climate for good. We also plan to reorganize our HOPE squad and add new activities into the daily routine of South Jordan Middle School to reduce these numbers even more than the 2006-07 data showed. Through these efforts, we hope to eventually create a happier, more productive South Jordan Middle School, exterminating the fear of bullying, harassment, or discrimination amongst our students.

Abstract

CGGP Data Project Report (Large Group)
Sunset Ridge Middle School
June 2008

Sunset Ridge Middle School is in its' third year of operation. The school has developed several different school wide programs to increase student learning. The most comprehensive of these is a pyramid of interventions. The idea is that all students will receive some support with those needing the most support moving to the top of the pyramid. The counseling center provided support in a number of different ways including weekly and bimonthly tracking of certain students.

- Target Group
  - This will include all 8th graders in the school.

- Data Driving This Goal:
  - The number of students failing one or more classes during the school year.

- Intended Behavior
  - Reduce the number of students who fail one or more classes each term.

- Student Outcome and DRSL
  - AL:A3
    - AL:A3.6
  - AL:C1

- Methods
  - Tracking of students
  - Referral to skills center
  - Referral to the F.I.R.S.T. This is a program where teachers are paid to tutor students during their conference time.
  - Provide tracking and resources to classroom teachers who will provide additional support and time through, what we call, RISE days.
  - Elicit parent support for before and after school tutoring programs as well as Wednesday afternoon tutoring especially in language arts, math, and science.
- Results
  - We do not have very accurate data with this project. The method we were using through PowerSchool would not allow us to retrieve the data at the time we needed it. We do know last year out of approximately 300 8th graders we had 132 students failing 875 classes or about 44% of our students failing one or more classes. This year we have 369 8th graders of which 172 students failed 941 classes or about 47% of our students failing one or more classes. This is clearly not the direction we want to go. However our current 9th graders had 50% increase of students failing between 7th and 8th grade. This year's 8th graders showed no increase in the number of students failing classes last year compared with this year. What we do know is that through the implementation of the above programs and through the use of our intern counselor we were able to provide extra support to these students.

Abstract

CGGP Data Project Report (Small Group)
Sunset Ridge Middle School
June 2008

One of the things we continue to struggle with at the school is the number of 9th grade students who are failing CORE classes. Students enter the 9th grade having faced little or no consequences for failing classes up to this point in their educational pursuit. Our goal is to educate them on the consequences they will face for not getting credit in any of the CORE classes, math, science, geography, or language arts.

- Target Group
  - We will work with 25 students in the 9th grade who have failed one or more classes. We will use another 25 students as a control group.

- Data Driving This Goal:
  - The number of students failing one or more classes during their 9th grade year and will need to make-up credit.

- Intended Behavior
  - Reduce the number of students who fail one or more classes each term.

- Student Outcome and DRSL
  - AL:A3
    - AL:A3.6
  - AL:C1

- Methods
  - Tracking of students
  - Utilizing an intern counselor to track and facilitate all methods
  - Referral to skills center
  - Recommendation to attend Wednesday Learning Lab
  - Education on credits required for graduation
  - Education on options for redeeming credit and the time commitment involved compared to original class.
- Results
  - The students in our study still failed many more classes than we would have hoped, but the failure rate went from an average of 2.75 classes to 2.16 classes. The GPA increased by an average of .4 with our study group compared to an increase of .09 in the control group. While these results were not as encouraging as we would have hoped we did have one student who went from failing 4 classes to receiving credit in all classes. This data is very similar to last year, but shows small improvements in every area.

Utah Comprehensive Counseling and Guidance
Guidance Activities Results Report (Large Group) 2007-2008
School: Union Middle School
Target Group: Incoming Seventh Grade
Target Group selection is based upon:

ABSTRACT

Each year we plan several elementary to middle school transition activities for our incoming seventh graders. Most of these activities have been more 'hands on' with the exception of the registration presentation we conduct at the elementary schools. Generally, we have invited parents to join their students and our power point presentation has been more informative and less student engaging. To increase student participation and reduce middle school anxiety, we added three group 'game like' activities to the middle school registration presentation format. Three 'new' activities were added to our presentation. They included a combination lock relay, a middle school word search and a game show modeled after the popular TV 1 verses 100 game show.

PROJECT DESCRIPTION

Introduction (the Why)
- Utah CCGP Student Outcomes:
  - PS:A2.1 - Develop and use effective communication skills including speaking, listening, and nonverbal behavior.
  - PS:A2.4 – Develop an awareness of the mutual benefits of sharing, cooperation, and compromise.
  - PS:B2.1 – Identify the decision to be made.
  - PS:B2.2 – Develop information gathering skills
  - PS:B2.4 – Know how and when to access resources to assist in making decisions
  - PS:B2.5 – Recognize the effect others have on decisions.
- UMS DRSL: Collaborative Team Member: Students will demonstrate skills necessary to e active, productive, and participatory group members in community, work, and social environments.

Participants (the Who)
- Approximately 300 incoming 7th grade students for the 2008-2009 school year and their parents.
- Chose an incoming group because we plan to revise and compare data and to evaluated with transition activities are most helpful.

Method (the What, When and Where and How)
- Guidance Lesson Content – Knowledge and experience can reduce transition anxiety and stress.
  - Knowledge of what middle school has to offer
  - Experience – practicing a middle school skill (opening combination locks)
- Curriculum and Materials – Divided over five sessions. The first two sessions included parents and students and the last three were restricted to students only. The students were divided into groups and rotated through the last three sessions.
  - Session 1: Informative power point presentation about registration
  - Session 2: Brainstorm session – differences between elementary and middle school
  - Session 3: Combination Padlock Relay
  - Session 4: Team Word Search (Middle School Terms and Information)
  - Session 5: 1 Verses 100 Mock Game Show (one team verses another team)
- Project Start and End Dates- February 25-28, 2008
  - Seven on site elementary school presentations
  - One UMS on site presentation
- Class or Subject in Which the Lesson will be Presented – District targeted incoming 2008-2009 7th graders.
  - Copperview 6th graders, East Midvale 6th graders, East Sandy 6th graders, Midvalley 6th graders, Oakdale 6th graders, and Peruvian Park 6th graders.
- Evaluation Methods – How will the results be measured?
  - Student Survey and 6th grade teacher feedback.

- Counselor(s) – Nathan Edvalson and Ruth Jackson
- Curriculum and Materials Used
  - Power Point presentation to cover registration information.
  - Penny candy to reward student participation during the brainstorming session.
  - Multiple padlocks and combination cards.
    - Large posture of a combination lock to use when giving instructions of how to open a combination lock.
    - Practice sessions, individual assistance, before conducting relay competitions.
    - Rewarded winning teams with candy bars.
  - Large laminated word search boards with dry erase pens.
  - Team versus Team Power Point Game presentation to determine what information was retained from the registration presentation and middle school brainstorming.

RESULTS

2008 7th Grade Transition Activity Survey Results

The 2008 counselor's registration presentation was adapted to include more 'hands on' student activities. To measure the value of the activities, 186 incoming 7th graders were polled.

The results data show high positive support.

I Enjoyed This Activity				This Activity Helped Me Feel Better About Going To Middle School			
Mark One					Mark One		
A Little	More Than A Little	A Lot!	Transition Activity Description	A Little	More Than A Little	A Lot!	Comments
	43%	37%	Meeting the middle school counselors.		39%	37%	80% enjoyed 76% found helpful
	42%	28%	Brainstorming the differences between elementary school and middle school.		35%	36%	70% enjoyed 71% found helpful
	14%	72%	Learning how, and then practicing opening a combination lock.		23%	66%	86% enjoyed 89% found helpful *Highest rating for both measurements*
	34%	52%	Working with a partner or group to complete the middle school word search.		34%	35%	86% enjoyed 69% found helpful *Students rated the activity high for enjoyment but low for being helpful.*
	28%	52%	Playing Union's version of 1 versus 100 - The Yellow Team versus the Green Team.		32%	40%	80% enjoyed 72% found helpful
	40%	41%	Reviewing the 7th grade required and elective classes.		30%	51%	81% enjoyed 81% found helpful

DISUSSION

The results showed the 'new' student activities were a success because they were enjoyable and helped reduce the anxiety about a transition to middle school.

a. Students rated their padlock practice highest in both categories; most enjoyable and most helpful. During the brainstorm session, students identified hall lockers as one of the major differences between elementary and middle

school. Students shared feeling nervous about being tardy to class. They were concerned they wouldn't be able to open their hall locker quick enough to prevent being tardy to class. They were anxious since they didn't know how to open a combination lock.   Several students commented they planned to ask their parents to purchase a combination lock so they could practice over the summer.

b. Even though the word search was rated low for being helpful it was rated high for enjoyment.   Completing the with a peer group made the activity fun even though the search included reviewing general middle school information. The search was an interactive way to build their self-confidence about middle school.

c. The team versus team game show simulation was enjoyable but not as helpful because the questions were on a lower thinking level. Consequently, we'll revise the content for next year.

The interactive 'hands on' activities was a fun way to introduce students to their school counselors.   Most expressed they planned to attend the upcoming evening Open House which includes a building 'scavenger hunt.'

Future Implications: As a result of parent feedback we changed the presentation format to include the registration information review at the beginning. After answering registration questions, we excused parents and proceeded to the student activities. We made these changes because some parents had expressed they were frustrated with the amount of time spent on student activities. They felt it was a waste of their time and preformed more of informative presentation like we had traditionally held.

To accommodate parents and maintain our student emphasis, we plan to schedule an afternoon and/or evening parent session at the middle school. The parent session will be more informative and supply parents with all the registration information prior to us meeting with the students to conduct the student activities at the elementary school.

Created by Julie Balhorn, Intern Counselor, Granite Park Middle School, Granite School District, 2007.
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Comprehensive Counseling and Guidance Program
Data Projects
Administrator Signature Sheet
June 2008

The undersigned administrator has reviewed both the Curriculum Activities and Closing the Gap Data Projects for:

___Union Middle School___   _____Jordan_____

School   District

Mary K Anderson   6.5.08

Administrator   Date

Submitted By:

Ruth Jackson   June 4, 2008
Counselor   Date

Mail to:
  Tom Sachse,
  CCGP Specialist,
  250 East 500 South,
  P.O. Box 144200,
  Salt Lake City, Utah, 84114-4200.

Electronic Data Reporting Template
Closing the Gap Results Report (Small Group)
School:
Target Group:
Target Group selection is based upon:
Key Word:

ABSTRACT

This project was designed to create an intervention for a population not typically considered at risk. The project addressed a psycho educational curriculum designed to help students struggling with negative effects from self critical perfectionism. The goal, therefore was to increase protective factors in the lives of these students to help compensate for the known negative effects of self critical perfectionism. Participants ranged from 7 to 9th grade students, who were included in a small group format. These students were introduced to a prepared group curriculum that discussed and integrated skills to help with symptoms associated with self critical perfectionist schemas such as stress and dichotomous thinking.

PROJECT DESCRIPTION

The goal of this project was to initiate a new response service. This new service is a psycho-educational group. The school has many services that address students who are at risk both behaviorally and academically. This intervention represents an effort to address the needs of a student group not typically thought to be at risk. These students suffer from what is termed in research as "Self-critical perfectionism" (Dunkley, 2003).

The effort of this group and activity is to help students who suffer from moderate amounts of "Self-critical perfectionism" to get some school support and to refer other students who have more persistent and long term effects of "Self-Critical Perfectionism" to outside more intensive sources.

Students were qualified to participate in the group based on a questionnaire and screening interviews.

Evaluative data was taken in a Pre-test/Post-test modality and will be displayed later in this summary.   The accomplishment of this group and activity is related to the following Comprehensive Guidance Program Student Outcomes: AI:A1 all indicators; AL:A3.6, PS:A1.1, A1.2, PS:C2.1. The data to measure these outcomes will be discussed in results section.

Introduction
- The Group will serve as a source for students to:
    - Alleviate Stress
    - Reassure Competency
    - Rebuild Esteem
    - Creating Ritual Fresh Starts
- A group curriculum was developed utilizing the latest research on self critical perfectionism and focused on the following:
    - Stress management

- o Awareness of the symptoms and effects
- o Promotion of hope
- o Schematic restructuring
- o Increasing other oriented perfectionism
- o Goal setting
- o Time Management
- o Build Self Esteem
- o Ritual Fresh Start
- Students for this project were identified through a variety of sources.
- Students were ultimately selected based on the following criteria.

Participants
- 12 participants were selected from the student body to participate in this group. Only 7 opted to participate. Of the 7 members of the group only 6 continued to the end. 1 member opted to not continue after 2 sessions. She was Hispanic.
- The group composition consisted of 5 females and 1 male. There were 5 Caucasian students and 1 Hispanic student.

Method
- Need for the intervention
- Screening
- Establishing Baseline
- Evaluation methods

RESULTS

The efforts of this intervention can be linked to the following Comprehensive Guidance Program Student Outcomes: AI:A1 all indicators; AL:A3.6, PS:A1.1, A1.2, PS:C2.1.

Indicator	Measurement	Chart #
AL:A1	Self-Esteem Measure/Work in Group. Pre and post Perfectionism inventory	Chart 1, Chart 3
AL:A3.6 Apply the study and homework skills necessary for academic success.	GPA	Chart 2
PS:A1.1 and A1.2	Self-Esteem Measure/ Work in Group	Chart 1
PS;C2.1 Recognize Personal Boundaries, rights, and privacy needs	Self-Esteem Measure/Work in Group. Pre and post Perfectionism inventory	Chart 1, Chart 3

Measurements for each of these areas were taken and results are shown in graph form below. The data was recorded in a simple pre and post test format.

CHART 1 Self Esteem (Blue) represents the pre-test, Self-Esteem (Red) represents the post test.
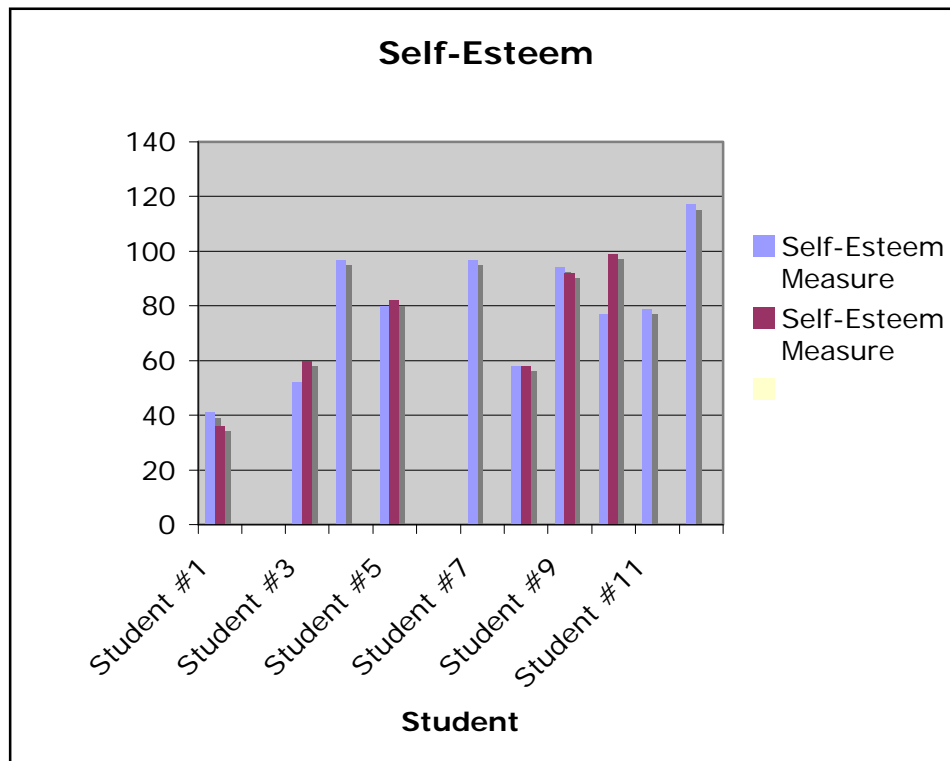

CHART 2- GPA 1 is the pre intervention GPA and GPA 2 is the post intervention GPA.
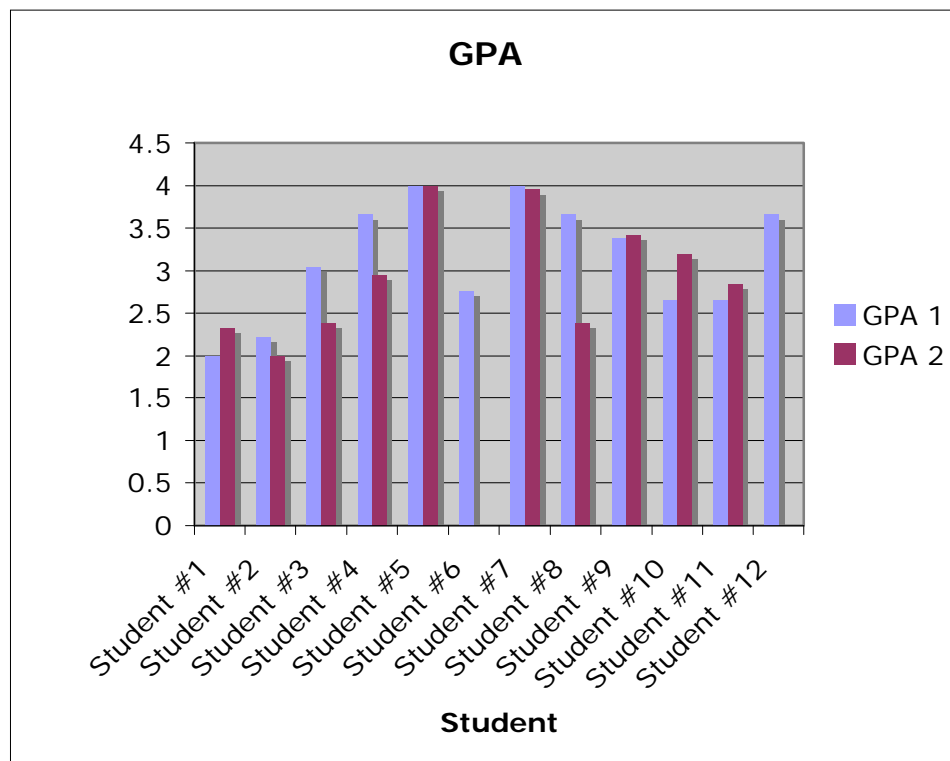
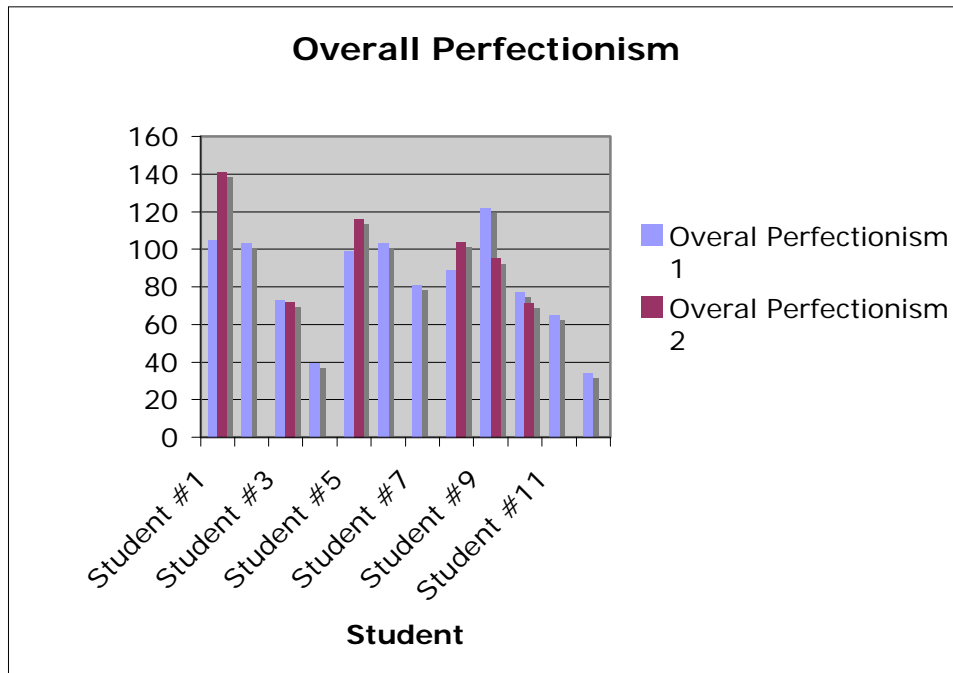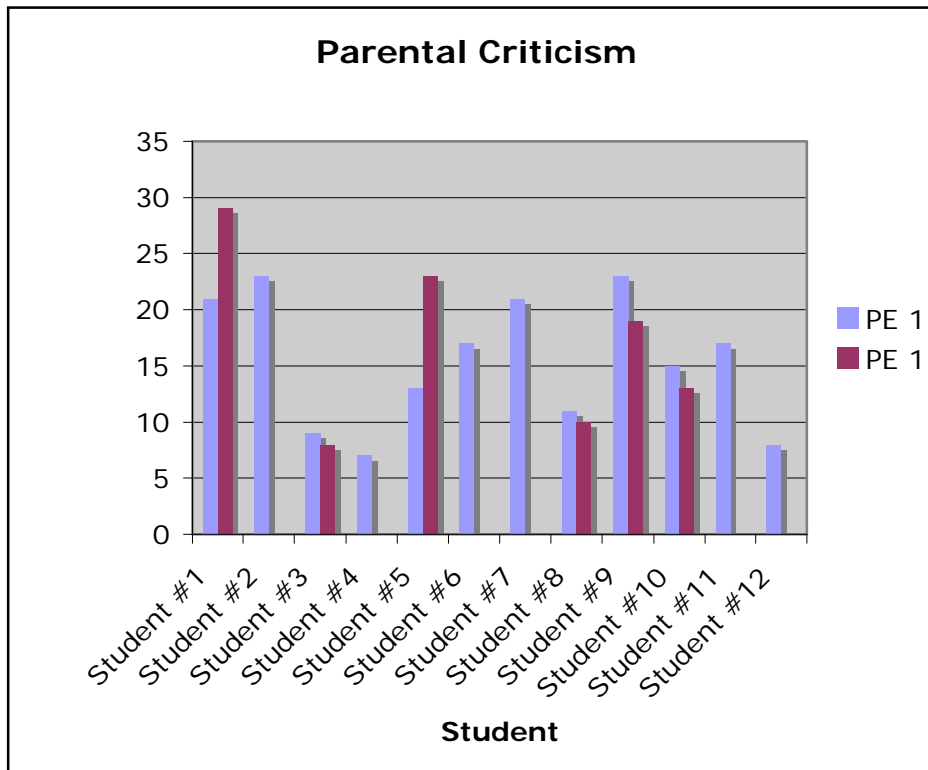CHART 3 Overall Perfectionism (blue) is the pre-test and Overall Perfectionism (red) is the post test.

Overall Perfectionism

CHART 4 (blue is pre-test sub-score and red is the post-test sub score)

Parental Criticism

DISCUSSION

This intervention was designed to help reduce the effects of self-critical perfectionism traits in students who are moderately and negatively affected by this issue. Evaluation tools for the project can be found in the appendix pages 1 through 5. The following text will discuss some of the results of the intervention, the nuances of the data collection process, and the improvements that will be a goal for next year's implementation of the project.

According to the data the intervention had a moderate effect on the participants. In some instances it appears that the desired results were not achieved. There was some progression in the three measures for the different students participating in the intervention. Chart 1 and 3 show the pre-test and post-test results only for the students who participated in the intervention. By examining chart 3 and comparing it to chart 4, it can be seen that half the students overall perfectionism scores increased. However, chart 4 shows that there appears to be a positive correlation for those students whose overall score increased and the parental criticism sub-score increased. The opposite was true for students whose sub-scores went down. This is the case for all students except student # 8. Her overall perfectionism score went up, in spite of the fact that her parental criticism sub-score went down. However, this student's doubts and personal expectations sub-scores were significantly increased on the post-test versus her pre-test. Also, comparing her scores as well as the minor increases in other students posttest scores in these subsections of the test.

Chart 2 shows the pre and post sampling of the students GPA scores. These were all students who were prescreened for the intervention. However, only 7 students originally agreed to participate, and one student dropped due to attrition. 5 students out of 6 achieved better GPA's after the intervention versus before. This being compared to the "control group" (students who opted not to participate in the intervention) is 83% of students improved compared to 40% of the control group.

There are several nuances with the data that are of note. First, the sample size is so small it is hard to statistically determine much with the validity that you would like to see from a larger sample. Second, the particular students who are afflicted with the issues of self-critical perfectionism are very rigid and resistant to change; I think that this is best demonstrated by the slight increases or decreases in targeted areas for improvement. Third, pre and post-test methods need to be standardized to all participants in the screening process. This will help increase the statistic relevance and comparison of what the intervention is doing to increase student progress and health.

There are many areas to improve the quality of this intervention and the quality of the data collection and evaluation. Three goals will be implemented to improve next year's intervention.

First, the intervention will be extended from an 8-week group to a 10 or 12-week group. This will give more time for several things to occur in-group. 1) Group members will have more time to develop cohesion. This group of students seems to have difficulty disclosing information that is viewed as threatening. This is specifically related to the issue and is relevant to group discussion. 2) The stories and schemas that these students live by are so complex and entrenched more time is required to focus on this aspect of the intervention. 3) As part of the extension process this group needs to begin earlier in the year in order to provide 2 groups per year. This concept would give some relevant inter-group statistics as well as provide the service for a larger number of students per year.

Second, increasing the relevance of the curriculum. The curriculum was a good starting point, but adjustments need to be made in order to refine the intervention and make every session count. Creating a pool of extra lessons on the different topics the group addresses would be a good refining point. These extra lessons can be used to go more into depth on topics for which the group needs more information or more practice.

Third, tracking student progress and student goals would be a good addition to the intervention. As part of the intervention students can report on progress of a goal that they set at the beginning of the group. This will help to increase students' feeling of competency and ability to achieve. It will also reduce student tendencies toward procrastination.

This intervention was designed to help reduce the effects of self-critical perfectionism traits in students who are moderately and negatively affected by this issue. The data shows that the intervention had a moderate effect on the students who participated. Results were positive overall. An additional assessment was given to demonstrate the students' reaction and perspective of the group. Students rated their experience of the group on a scale from 1-10 on 4 questions. The average overall rating from all questions on the survey was a 7. Students definitely seem receptive to the effects of the group and with the goals for improvement the intervention can become an effective response service that can be offered at Union Middle School.

Appendix

Please circle the number that best corresponds to your agreement with each statement below. Use this rating system: Strongly disagree 1 2 3 4 5 Strongly Agree.					
	Strongly Disagree --------------→Strongly Agree				
1. My parents set very high standards for me.	1	2	3	4	5
2. Organization is very important to me.	1	2	3	4	5
3. As a child, I was punished for doing things less than perfectly.	1	2	3	4	5
4. If I do not set the highest standards for myself, I am likely to end up a second rate person.	1	2	3	4	5
5. My parents never tried to understand my mistakes.	1	2	3	4	5

6. It is important to me that I be thoroughly competent in everything I do.	1	2	3	4	5
7. I am a neat person.	1	2	3	4	5
8. I try to be an organized person.	1	2	3	4	5
9. If I fail at work/school, I am failure as a person.	1	2	3	4	5
10. I should be upset if I make a mistake.	1	2	3	4	5

11. My parents wanted me to be the best at everything.	1	2	3	4	5
12. I set higher goals for myself than most people.	1	2	3	4	5
13. If someone does a task at work/school better than me, then I feel like I failed the whole task.	1	2	3	4	5
14. If I fail partly, it is as bad as being a complete failure.	1	2	3	4	5
15. Only outstanding performance is good enough in my family.	1	2	3	4	5
16. I am very good at focusing my efforts on attaining a goal.	1	2	3	4	5

17. Even when I do something very carefully, I often feel that it is not quite done right.	1	2	3	4	5
18. I hate being less than the best at things.	1	2	3	4	5
19. I have extremely high goals.	1	2	3	4	5
20. My parents have expected excellence from me.	1	2	3	4	5

21. People will probably think less of me if I make a mistake.	1	2	3	4	5
22. I never felt like I could meet my parents' expectations.	1	2	3	4	5
23. If I do not do as well as other people, it means I am an inferior human being.	1	2	3	4	5
24. Other people seem to accept lower standards from themselves than I do.	1	2	3	4	5
25. If I do not do well all the time, people will not respect me.	1	2	3	4	5
26. My parents have always had higher expectations for my future than I have.	1	2	3	4	5

27. I try to be a neat person.	1	2	3	4	5
28. I usually have doubts about the simple everyday things I do.	1	2	3	4	5
29. Neatness is very important to me.	1	2	3	4	5
30. I expect higher performance in my daily tasks than most people.	1	2	3	4	5

31. I am an organized person	1	2	3	4	5
32. I tend to get behind in my work because I repeat things over and over.	1	2	3	4	5
33. It takes me a long time to do something "right".	1	2	3	4	5
34. The fewer mistakes I make, the more people will like me.	1	2	3	4	5
35. I never felt like I could meet my parents' standards.	1	2	3	4	5

How Strong is My Self Esteem?

By responding to the following statements truthfully, you can get a general idea as to your happiness with yourself. Simply respond to each statement with the number of the phrase that best reflects your feelings.

4_____ Totally true
3_____ Mostly true
2_____ Partially true
1_____ Hardly true
0_____ Not true at all

_____ 1.   I enjoy waking up in the morning.
_____ 2.   I am usually in a good mood.
_____ 3.   Most people like me.
_____ 4.   When I look in a mirror, I like what I see.
_____ 5.   If I were a number of the opposite sex, I would find me attractive.
_____ 6.   I am intelligent.
_____ 7.   I enjoy work.
_____ 8.   There aren't many things about me I'm ashamed of.
_____ 9.   I feel comfortable about the number of friends I have.
_____ 10. I have plenty of energy.
_____ 11. I am basically an optimistic person.
_____ 12. I can laugh at my mistakes.
_____ 13. If I could live my life over, there isn't much I'd change.
_____ 14. I am an interesting person.
_____ 15. I am happy with my social life.
_____ 16. I am still growing and changing
_____ 17. Other people care about me.
_____ 18. There's nobody quite like me.
_____ 19. There's not much I'd change about my appearance.
_____ 20. I am a kind person.
_____ 21. I don't have many regrets about my life.
_____ 22. The people I care about value my opinions.
_____ 23. I am not afraid to express my feelings.
_____ 24. I will go to heaven when I die.
_____ 25. I can make of life whatever I want.
_____ 26. I feel comfortable in a conversation.
_____ 27. There aren't very many people I would trade places with.
_____ 28. I have had an interesting life so far.
_____ 29. Nothing is too good for me.
_____ 30. I like where I live.
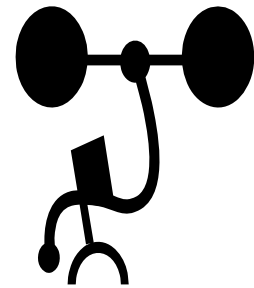
(Based on the work of David S. Viscott, MD)

How did you score?

96 or above: Congratulations! You have responded to all of the statements truthfully, you have a positive self concept. Beware, if your score is above 105 you may be kidding kidding yourself. It is uncommon for people to feel totally good about themselves, and you may be overlooking some personal shortcomings. If you overestimate yourself, you may find others put off by your inflated ego.

72 to 95: A score in this range is typical of those lucky people who really like themselves. Although you know you are not perfect, you believe in yourself enough to make it through almost any personal problem and keep growing.

48 to 71: You have mixed feelings about yourself. You are aware of some of your Strengths but you may be paying more attention to what you see as your weaknesses.

47 or below: You are not very happy with yourself. Maybe you are just going through a low period like we all do occasionally. But if you feel like you are always down on yourself, your self image is probably no more accurate than that of a very conceited person. You might talk your feelings over with an adult, a friend, a counselor, or a teacher to see how they perceive you. Maybe you are selling yourself short.

A-4

Evaluation Questions (End of Group)

Please rate the following statements on a scale of 1-10 1 meaning I do not agree at all and 10 meaning I completely Agree.

For the subquestions please write a small response to the question.

1. This experience was a good thing for me.

   a. List one good experience you had or one good experience that you wish you would have had.

2. I took something useful that I will use in life from this experience.

   a. List one skill or useful thing that you learned from this experience.

3. I would recommend this experience to a friend.

   a. Who would you recommend?

4. I feel better about myself because of something in this group.

   a. What made you feel better about yourself?

Please answer this question by writing a response. Please use as many details as you can.

5. What would you change or have us do differently to make this experience better.

Comprehensive Counseling and Guidance Program
Data Projects
Administrator Signature Sheet
June 2008

The undersigned administrator has reviewed both the Curriculum Activities and Closing the Gap Data Projects for:

Union Middle School   Jordan
School   District

Mary Anderson

Mary Anderson   5-29-08
Administrator   Date

Submitted By: Nathan Edvalson

Nathan Edvalson
Counselor   Date

Mail to:
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